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ABSTRACT

The Boulder Public Library offered a one-to-one free literacy program aimed at middle-class nonreaders. During the fiscal year October 1988 to September 1989, the program matched 60 new students with volunteer tutors; of these, 52 enrolled, boosting enrollment to 90 students. The program also conducted assessment tests on 72 students and implemented a program of retesting after about 50 hours of tutoring. Testing showed that developmentally disabled students improved about one-half grade level after 50 hours, and nondevelopmentally disabled students improved 1.3 grade levels on word recognition and 1.3 grade levels on comprehension. The program also conducted four 12-hour tutor training sessions and five tutor inservice workshops. Two pilot student support group meetings were held and were well received. The program also raised local funds from corporations and other donors, participated in a walk-a-thon, and conducted many community outreach and networking efforts. Recommendations for improvement included more involvement with the business community, increased emphasis on workplace literacy, and increased services to jail inmates. (Approximately two-thirds of the document consists of appendixes that include the following: (1) new student intake form; (2) tutor training packet; (3) program newsletters; (4) program summary sheet; (5) samples of computer database records; (6) copies of local newspaper coverage; and (7) a list of purchased resource materials.) (KC)

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PART I: GENERAL INFORMATION

END OF YEAR REPORT/

FINAL PERFORMANCE REPORT

FISCAL YEAR 1988

(October 1, 1988--September 30, 1989)

ED333129

GRANT RECEIVING AGENCY:

Learning to Read Program

Boulder Public Library

P.O. Drawer H

Boulder, CO 80306

Amount awarded: $24,993

Amount Expended: $24,993

Person preparing report:

Diana Sherry, Program Coordinator

(303) 444-5599

PR/AWARD NUMBER: R167A80103

CE058078

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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PART II: NARRATIVE REPORT

Although literacy programs are often considered by the community to be helping only people in target sectors such as ethnic minorities or non-native speakers, our program has been designed to reach all non-readers. Our program was initiated three years ago with an LSCA VI grant with the particular intent of reaching the non-reader who is not currently being helped by other human service agencies; our program has a special focus on the adult non-literate in a middle-class community. We recognized that although some of these estimated 6400 people may not be economically disadvantaged, the handicap of illiteracy still prevents them from living up to their full potential.

Our goal to reach the non-literate adult in the middle class community came out of a realization that non-literates frequently are not reached by reading programs because of the following reasons: 1) They have developed highly effective ways of hiding and compensating for their handicap. 2) Publicity to reach potential students must be composed of a highly creative variety of approaches and media. 3) Non-literate people often believe that they are not capable of learning to read and therefore do not actively seek help. 4) Many of the people who do seek help feel intimidated and unable to learn in classrooms and therefore reject most standard adult basic education courses. 5) Many non-literate people feel that the stigma of being "illiterate" is too humiliating to face. They often decide that it is too difficult to consider exposing themselves to the various stereotypes and assumptions that most of the community seems to have about non-readers. The Learning to Read Program has spent much of its

time and energy in its first three years working to enlighten the community about literacy, particularly in dispelling the stereotype of "the illiterate".

There were only two programs in the county offering literacy help before our program developed. Both of these programs were classroom-oriented, mixed ESL with non-reading classes and charged tuition. We became aware of the need for a library-based program as more and more drop-outs from the other two programs called our library to ask if we had a one-on-one program. The award of an LSCA VI grant for fiscal year 1986 allowed us to begin providing materials and trained tutors to those people.

Our program offers free one-on-one tutoring to adults in Boulder County. Because we are a library-based program we are able to offer a neutral but friendly atmosphere complete with books, magazines, and newspapers for the tutor and student to use. As the community has become more familiar with our program we have continued to have many, many people volunteer to help. In addition, we have begun to be recognized for the quality of our tutor trainings, receiving requests for help in training volunteers from programs such as Boulder Valley Schools and St. Vrain Schools' Adult Basic Education Programs, and the Boulder County Jail. In an effort to meet these programs' needs we have trained tutors and sent them to some of these programs, allowed tutors from their programs to attend our trainings, and have taken their clients as students in our program. Our program serves all of Boulder County, serving the towns of Louisville, Lafayette, Lyons, Longmont, Nederland, Niwot, Erie, Boulder, and Broomfield. The libraries in Louisville, Lafayette, and Lyons have been extremely

cooperative, providing tutor space for our students and tutors who wish to meet there, and referring potential volunteers and potential students from their communities to our program for training and matching.

In this narrative we will review the accomplishments of the fiscal year just completed (October, 1988 through September, 1989). Then we will review the specific goals and objectives of the grant proposal and evaluate how well those goals and objectives were met.

ACCOMPLISHMENTS THIS FISCAL YEAR (October '88 through September '89):

- Conducted intake interviews with and matched sixty new students. Fifty-two enrolled, having met at least 12 hours with a tutor (3 of those who did not enroll were jail inmates who were sent to the penitentiary before being enrolling.) Current enrollment is 90 students. (See copy of intake sheet, Appendix A.)
- Conducted assessment tests on 72 students using 2 instruments: the Slosson Oral Reading Test (SORT) to measure decoding and recognition skills, and the Adult Reading Inventory (ARI) to measure comprehension levels. Implemented a program in which students are being retested after approximately 50 hours of tutoring. Results compiled to date measure progress as follows: Developmentally disabled students improved an average of 1/2 grade level in word recognition and comprehension after 50 hours of tutoring (.6 SORT, .5 ARI). Our non-developmentally disabled students improved 1.3 grade levels on word recognition and one grade level on comprehension (ARI).
- Determined that the average reading level among all of our students is 4th grade. Forty-five percent of these students

have high school diplomas.

- Conducted follow-up interviews with 51 tutor/student teams to observe tutoring session and discuss program issues, such as materials used, progress observed, techniques found to be successful, and feelings about program operations in general. Tutors and students indicated that they feel very positive about the progress made and about the program overall. Interviews continue with the remaining tutor/student pairs.
- Conducted four twelve-hour tutor training sessions. Continued modifications to the training curriculum in keeping with on-going research, integrating a greater emphasis on teaching critical thinking skills, teaching writing, and using a whole language approach to teach reading. Ninety-four volunteer tutors were trained. (See attached training packet, Appendix B.)
- Conducted five tutor inservice workshops featuring speakers on such topics as lesson planning, spelling strategies, and understanding reading. All workshops were well-received.
- Conducted one tutor/student recognition picnic featuring tutor and student speakers. More than 125 students, tutors, and family members attended. Certificates of achievement were awarded to all students and gifts such as dictionaries and thesauruses were awarded to students who have worked with a tutor for at least 50 hours. Eight students spoke at the picnic about how the LTRP has helped improve their lives. This event was truly a milestone for the program in terms of student involvement and enthusiasm. (See Fall '89 newsletter, Appendix C.)
- Conducted two pilot student-support meetings for a small group of

students. The first meeting involved the viewing and discussion of the film "Bluffing It" about an illiterate adult. The second meeting was a self-esteem workshop in which a personality profile test was administered and discussed. Both meetings were very successful in that students freely discussed their feelings and were encouraged by the thoughts they shared. More student support meetings are planned for the future.

- Published 3 program newsletters which were distributed to over 300 tutors, students, and community contacts. These newsletters cover topics such as tutor tips, upcoming events, inservices, "featured student" & "featured tutor" columns, crossword puzzles, and articles on local literacy issues and legislation. (See Appendix C.)
- Conducted the Learning to Read Program's Third Annual Campaign for Literacy on September 8-10. Sixty-five community volunteers walked door-to-door in Boulder County neighborhoods which we have targeted as having higher drop-out rates, distributing more than 7000 flyers about our program. The event followed a "walk-a-thon" format this year and volunteer walkers raised over $1200 in sponsor donations to the program. The Campaign for Literacy also involved extensive publicity in the Daily Camera before and after the event. We enrolled 16 new students and received calls from many volunteers and community members interested in our program. We continue to hear from people who heard about our program through this campaign. (See Appendix D.)

- Vastly improved database management system by designing new databases to track volunteers, students, and ledgers using Q&A software. Q&A has been extremely useful in all areas of database management and in generating reports on student progress, student employment status, volunteer hours donated, contributions received, program accounts, etc. (See attached copies of databases, Appendix E.)
- Implemented a corporate donations campaign to increase local funding support. Advisory Board members have become extremely active in this community outreach effort and corporate donations to date have raised a total of $3,800.00 from Storage Technology Corporation ($1000), Ball Corporation ($250), the Boulder Daily Camera ($1000), United Bank ($200), First National Bank ($300), Micromotion ($750), and Leanin' Tree Publishing ($200), and the Public Service Company ($100).
- Attended the 1988 national Literacy Volunteers of America conference in New Mexico. Both the Program Coordinator and the Program Assistant financed their own way to attend many insightful workshops on issues facing literacy programs. Many improvements have been made in our program as a result of the information received at the conference. The Program Coordinator and Assistant and two students have been awarded a grant to attend again in Fiscal Year '89.
- Implemented a one-on-one basic literacy program at the Boulder County Jail. Learning to Read Program tutors provide 16 hours of one-on-one, basic literacy instruction per week to inmates wanting to improve their reading skills. Program staff

conduct intake interviews and administer assessment tests to potential students and provide support and supervision of tutors. Fifteen student inmates have been served to date.

- Distributed Learning to Read Program brochures and "READ" cards listing our Hotline number to 114 local human service agencies. We have received, and continue to receive, referrals from these agencies and have enrolled many new students as a result.
- Contacted 176 local business contacts to distribute information on our program and to conduct a survey to determine workplace literacy needs in Boulder County. 148 companies were represented in the mailing. Only 11 of these contacts returned our survey card, so follow-up phone surveys were conducted. We were able to contact approximately 70% of these businesses by phone and the results were as follows: 17 employers posted the information provided in the mailing, 23 expressed real interest and asked us to send additional information, 40 kept the information on our program for future reference, 4 arranged to meet with the Program Coordinator or to have her do a presentation to their staff, and 20 employers replied that they were not interested in our services. Six local employers (City of Boulder Government, Micro Motion, Miniscribe, Storage Technology Corp., Coors Packaging, and Boulder County Government) indicated interest in developing literacy in the workplace partnerships in the future.
- We attended numerous workshops on the subject of workplace literacy, including presentations by Literacy Volunteers of America and the Department of Labor. The Program Coordinator also attended a meeting with representatives from U.S. West and the

Colorado Alliance of Business to address this issue.

- The Program Coordinator has made speeches to numerous councils, committees, and management teams in on-going efforts to promote literacy awareness in Boulder County. She continues to be actively involved in Denver-Metro PLUS (Project Literacy U.S.), serves on the Board of Directors of the Colorado Literacy Assistance Center, and serves on the Chamber of Commerce Education Council, in addition to other networking efforts to promote literacy on both the local and the state levels.
- LTRP students have begun actively making public speeches on behalf of our program. Two students spoke to the Colorado Legislature, one student spoke to the American Newspaper Publishers Association's National Literacy Conference, nine spoke to the Boulder City Council, and eight students spoke at the student/tutor recognition picnic. Many more were interviewed for a variety of articles which were written about our program this year. (See Appendix F.)
- We were awarded a grant from the Colorado Department of Education (LSCA VI funds distributed through the state) to conduct a study on characteristics of at-risk students and tutors.
- Purchased books, videotapes, and other tutoring materials to further improve our resource collection. (See attached itemization, Appendix G.)

EVALUATION--HOW WELL DID WE MEET OUR GOALS AND OBJECTIVES?

Our primary objective for fiscal year 1988 was to capitalize on the

momentum established in ou first two years of operation, while expanding our target populations to include workplace literacy and corrections literacy.* We intended to:

1. Maintain progress initiated in fiscal year 87 in the areas of fundraising and student recruitment.

In the area of fundraising, we have increased the amount of local support tremendously through fundraising efforts targeting corporations, individuals, and local government. Corporate donations for the past fiscal year total $3800. The annual Campaign for Literacy raised $1254 from community sponsors. Lobbying efforts have succeeded in establishing that the Program Coordinator's salary will be funded locally (at $28,000) by the City of Boulder as of January, 1990, thereby dramatically decreasing the program's need for Federal LSCA grant awards. We have also received grants from the Boulder Public Library Foundation ($1200) and the Boulder County Jail ($1450). In summary, the Learning to Read Program has increased the amount of local support to the extent that only the Program Assistant's salary and miscellaneous operating expenses (such as hotline, postage, printing) remain to be funded through outside sources. As mentioned, local funding has also greatly reduced our dependence on federal (LSCA) funds. While our operating budget has increased 58% from fiscal year 1987 to fiscal year 1990, the dependence on federal funds has gone from 71% ($19,930) in fiscal year 1987 to 8% ($3600) in 1990. This growth in operating budget and local support are indications of the tremendous growth of our program and of community support.

In the area of student recruitment, we conducted our annual Campaign for Literacy and continued networking efforts with other

human service agencies. Sixteen new students enrolled in the program as a result of the Campaign for Literacy. We did not increase the number of students enrolled in the program to 150, as proposed. However, programs across the state have reported that the number of new students contacting them has dropped while the number of new students enrolling in our program continues to gradually increase. Also, recent changes implemented in the areas of student intake procedures, assessment testing, and student support have dramatically improved our ability to better serve the students currently enrolled. Improving our record-keeping procedures through a sophisticated computer database has enabled us to maintain more accurate information on student progress and better address students' needs. Enrollment has increased from last year's steady 80 to a current level of a steady 90 students.

II. Expand student recruitment methods to include a major focus on reaching the non-literate person in the workplace.

In the area of workplace literacy, we conducted a postcard survey of businesses as proposed, which seemed to indicate minimal awareness of the literacy problem in the workplace. We conducted a follow-up phone survey which indicated that there is emerging recognition of the literacy problem and its effect on the workforce. Our efforts to expand student recruitment to include a major focus on reaching the non-literate person in the workplace has been successful in that many local employers have referred students to our program for tutoring. Our initial objective was to determine the level of awareness businesses have of the literacy problem, and to develop two workplace literacy programs. Six major employers (including the City of Boulder,

the County of Boulder, Micromotion, Miniscribe, Coors Packaging Plant, and Storage Technology) have expressed a desire to have us assist them in combating illiteracy in the workplace, but they are scrambling at the local and corporate level to determine just what that means. None are prepared to actually institute programs at this time. We will continue to correspond with these businesses and to assist them in any way we can. In the meantime, we will continue to accept referrals and financial contributions from several of the businesses contacted.

We learned a great deal about workplace literacy from this project, including the following:

From our postcard survey and telephone survey we learned that small business owners sometimes realize that they have trouble hiring enough qualified workers but that they do not always recognize this as a literacy problem. In larger companies, the personnel departments are often aware that literacy is a problem, but the top management is often unaware. The problem does not usually manifest itself too dramatically to big business in the area of hiring because they often get 200 applicants (at least some of whom are qualified) for one job opening. It does manifest itself to big business when it comes time to retrain current employees.

We learned that small businesses that recognize they have a literacy problem are often too frazzled, too understaffed and too undercapitalized to deal with the problem. Bigger employers often want to hand the whole problem over to subcontractors (often community colleges or consulting firms) who they have dealt with in the past in the area of retraining employees. Larger companies are still not particularly interested in the literacy issue per se, but are

interested in making sure that their employees can function on the job--so they are more interested in finding ways to improve job skills which require reading and writing than they are in improving general reading and writing skills. Our curriculum teaches reading and writing in a life skills context and a workplace context (using workplace materials/issues and life materials/issues) but does not specifically teach people how to operate equipment, how to answer phones, how to dress professionally, etc. Any organization which comes forward to help the big businesses with this retraining will need to be skilled in going into each different department of a company, analyzing the job skills required for each particular job being taught, and developing a curriculum for just that job.

We also learned that different people mean different things when they talk about "workplace literacy". In our proposal we had outlined a "workplace literacy" project in which we would train volunteer tutors and send them to a company to work "on-site" with employees who had been referred to us and who we had determined needed basic literacy instruction. This is what the Department of Labor and Literacy Volunteers of America call "workplace literacy" or "on-site" literacy. We discovered that businesses who say they want a "workplace literacy" program are often actually thinking of an "occupational literacy" program in which an outside organization will come in and analyze the skills needed in a variety of specific job titles in a variety of specific departments. This would require that the educational organization be prepared to develop assessment tools and curricula which would be individualized by company, by department, by job title, by employee. Such a task would require considerably

more paid staff than most volunteer-based one-on-one literacy programs have, and would also require that the staff be well-versed in occupational skill profiles and on-the-job training.

Finally, employees are much more willing to sign up for a class called "basic business writing skills" or "spelling on the job" than for a class in "reading and writing". Employers are also much more willing to pay for and provide time off for such classes. However, many of the people who need basic literacy instruction will not sign up for a class called "basic business writing skills" for fear of being discovered, and higher skilled employees will be disgusted if they come to find the class is actually for remedial reading.

Most companies in Boulder County seem only now to be becoming aware that illiteracy is affecting them. Of the few who fully recognize the threat of illiteracy, even fewer have decided to do something about it. Of those who are searching for solutions, it will probably be several more years before top management, personnel, and employees can come to some agreement over what they want to accomplish. Only then will major steps begin to be taken to solve the problem, and only then will they begin to speak earnestly with education groups about cooperative partnerships. At that point we believe that employers will rely heavily on paid consultants and community college programs to come in and set up programs, most of which will probably use small groups rather than one-on-one tutoring. Throughout this process, however, we are certain that employers will continue to refer employees to us for one-on-one instruction.

We have learned that much more research needs to be done (not just in Boulder County but nationwide) into what exactly the needs of the

employers and employees are, what employers are willing to do for their employees, what the legal ramifications are, what are the best approaches (on-site or off-site, one-on-one or group), what are the best agencies to provide these services, and at what price. Also, any program which wishes to succeed must involve the employees from the very beginning. Employers will also have to realize that focusing too much on specific job skills will not solve the problem because the job skills required will continue to change and the need for retraining will be ongoing. They must help their employees pick up the basic skills which will generalize to all retraining situations. Only once these issues receive closer attention will it be time for businesses and educational groups to begin their partnerships.

III. Expand the target population to include corrections literacy.

The Education Director at the Boulder County Jail asked us to assist him in setting up a literacy program there for inmates. Up to that time the jail's education department had had a large GED program and a small English as a Second Language program, but no literacy component. The jail decided to limit the program to serving four inmates at a time; this was because escorting individual inmates from their cells and tutors from the front waiting area to the classroom would preclude serving a large number of inmates. The Learning to Read Program agreed to conduct initial interviews with each interested inmate identified by the jail staff, determining the inmate's goals and objectives, special interests, and tutor preferences. We also agreed to conduct skill assessments using the Slosson Oral Reading Test and the Adult Reading Inventory. We agreed to then match each inmate with a tutor who had been recruited and trained by the Learning

to Read Program. Tutors were then to meet twice each week with each inmate for two hours per tutoring session. The Learning to Read Program agreed to supervise the tutoring relationship and to provide ongoing training support and resource materials to the tutors.The primary responsibilities of the jail staff were to advertise the availability of the literacy tutoring, identify interested inmates, and to screen out inmates who would not be in the community (in jail or in Boulder County) for at least six months.

The program began serving inmates in January, 1989. In total, twenty inmates were interviewed and tested. Fifteen were matched to tutors. (Several inmates were determined to be reading at sufficiently high levels to qualify for the jail's GED classes, others left the jail before they could be matched to tutors.) Nine of these students "enrolled" in the program (by having met at least twelve hours with a tutor). Of the six who were matched but who did not enroll, two were seriously depressed and dropped out, one experienced discipline problems and was pulled from the program, and three were transferred before being able to meet twelve hours with a tutor. Two of the inmates were with the program long enough to have met at least fifty hours with a tutor, and were therefore posttested using the above mentioned tests. Both increased their sight word recognition two grade levels and their comprehension one grade level. Both inmates were extremely pleased with their progress and continue to write letters to the Learning to Read Program (from the penitentiary) about their reading progress.

We learned a great deal from the initiation of this jail program. We learned that it is extremely difficult to make a difference in a

county jail because the inmates are generally there for such short periods of time. Most are there until they are sentenced, then they are either either have a short confinement in the jail or they are transferred to the penitentiary (about 250 miles from here). On the other hand, we also saw that some of the jail inmates are considerably more invested in making progress than our non-inmate students are. We found that the younger inmates in particular are often being sentenced to the penitentiary for the first time and are suddenly aware of where their lives are headed if they don't make some serious changes. We also discovered that because these inmates are not holding full-time jobs and do not have children to care for they actually have more time to focus on writing and studying, and in fact they put more time into it.

Our program had a tremendous impact in improving the reading skills and the self-esteem of the few inmates who were in the jail longer than a couple of months. The other inmates worked with their tutors for such short periods of time that the impact was probably limited to planting the seed that reading can be fun and that the inmate can learn. If there were a way to keep inmates around a while longer (rather than the average two to three months we experienced) or even to better predict the actual length of stay, our program could have a much bigger impact.

Despite the problems of transience, we did have a very positive impact on several of the inmates served. The jail staff, inmates, and tutors all had positive feelings about this pilot project. Therefore, despite concerns we have all agreed to continue the jail program in fiscal year 1989 and 1990, funded with local donations and grants.

Comparison of Actual Budget with Predicted Budget (Please see next page which compares line item by line item the budget which was proposed and the actual program budget.)

In conclusion, we are pleased with the accomplishments of our program in this past fiscal year. The Learning to Read Program has become better known, the number of students continues to slowly increase, record-keeping procedures have been refined, our training and resource collection have improved greatly, and students in the program are now becoming more actively involved in program operations. The jail program is now established and successfully meeting an important need in the community. Methods of tutor and student support have greatly improved, allowing program staff to be more in touch with our tutor-student teams. Post-testing of students after 50 hours of tutoring indicates good progress in both decoding and in reading comprehension. Fundraising efforts have greatly increased the amount of local support. Local employers are becoming more aware of the literacy issue and are now referring employees to us for literacy instruction. Plans for next year include the continued refinement of our methods as well as a study of factors affecting tutor and student retention.

* (It should be noted that our original proposal had outlined a youth literacy component rather than a corrections literacy component, but at the request of the Boulder County Jail and with the permission of LSCA officials, we modified the proposal to involve corrections literacy rather than youth literacy.)

Comparison of Proposed Federal LSCA Budget with Actual Budget: FY 1988

CATEGORY	PROPOSED	ACTUAL	COMMENTS
Personnel Program Coordinator (35 hours per wk. at $9.70/hr.)	$17,654	$15,429.98	The Program Coordinator worked 33.14 hours per week (rather than 35) with Federal LSCA funds and an additional two hours per week on donated funds.
Fringe Program Coordinator (35 hrs./wk. at 19% of $9.70/hr.)	3,354	2926.92	
Supplies General office supplies	235	1,407.78	Our office supplies category was clearly underproposed, as we had needs for a variety of supplies this year, including typewriter ribbons and paper, letterhead, expandable wallet files, etc.
Contractual Volunteer Boulder County	500	500.00	
Other Volunteer Consultant	900	00.00	Our Volunteer Consultant and Workshop speakers all agreed to speak to our tutors free of charge; in addition, the Program Coordinator increased the amount of training she conducted herself thereby reducing some of the Volunteer Consultant's hours.
Speakers for tutor workshops	100	00.00	
Local Travel (mileage around Boulder County & Denver at $.22 per mile)	1,338	502.40	Due to more efficient networking , the Program Coordinator has greatly reduced the amount of mileage required.
Hotline (telephone)	912	639.89	Through its business mailing, human service mailing, and increased outreach to foundations, the program greatly increased the amount of letterhead, business cards, rolodex cards, and flyers which were printed and distributed.
Printing and Publicity	00.00	1,112.91	
Resource Materials	0.00	2473.12	The Program greatly broadened and improved its tutor training (bringing in new videotapes and materials on teaching writing and using the Whole Language Approach in teaching reading). We found that we needed to expand our resource collection to accomodate these new focuses in our training.
TOTAL	24,993.00	24, 993.00	

APPENDIX A

"New Student Intake Form"

Learning to Read
Opening up new worlds
A project of the Boulder Public Library

NEW STUDENT INTAKE FORM

All information will be kept confidential

DATE:
INTERVIEWER:

NAME:_____ ADDRESS:_____
CITY:_____ ZIP:_____

AGE:_____ SEX:_____ BIRTHDATE:_____
PHONE NUMBER:_____ GRADE COMPLETED:_____ U.S.?____
HOW REFERRED:_____
WILL YOU COME TO LIBRARY? yes no other_____
MOST RECENT OR PRESENT OCCUPATION:_____
_____
EMPLOYER:_____
ARE YOU HOPING TO GET A DIFFERENT JOB?_____ WHAT TYPE?_____
_____
CHILDREN?_____ AGES:_____
TIMES AVAILABLE:_____
_____
DOES YOUR FAMILY SEEM SUPPORTIVE OF YOUR BEING HERE?_____
_____
WHAT KIND OF TUTOR WOULD YOU LIKE? (male, female, young, old, former teacher, etc.)_____
_____
_____
SPECIAL INTERESTS:_____
_____
_____
_____
WHAT WOULD YOU LIKE TO READ?_____
_____
_____
_____
WHAT TYPES OF THINGS WOULD YOU LIKE TO ACCOMPLISH WITH YOUR TUTOR? (GOALS)
_____
_____
_____
WHAT DO YOU THINK CAUSED YOUR READING PROBLEMS?_____
_____
_____
_____
CAN OTHER STUDENTS AND VOLUNTEERS CALL YOU?_____
_____
CAN OUR OFFICE WRITE TO YOU AND SEND YOU NEWSLETTERS?_____
_____
HOUSEHOLD INCOME LEVEL: UNDER $5,000 $5,000--$10,000 $10,001 TO $15,000
$15,001 TO $20,000 $20,001 TO $30,000 ABOVE $30,000

____American Indian ____Alaskan Native ___Asian or Pacific Islander ___Middle Easterner
____Hispanic ____Black, not of Hispanic origin _____White, not of Hispanic Origin

INTERVIEWER'S COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

The student's most Immediate needs include:

___basic decoding (monosyllabic words, regularly spelled)
___basic spelling (words as basic as like and bag and us)
___social spelling (to correct misspellings as "cliant" and "occured")
___increasing speed and comprehension of reading
___processing polysyllabic words (with prefixes and suffixes)
___filling out applications
___writing letters and memos
___other:

ARI score:
SORT score:
Date:

The student should bring to the tutoring sessions:

___material related to his/her occupation
___a notebook containing daily journal entries (leaving left-hand pages blank for corrections and practice)
___other:

Activities helpful to this student would include:

___reading stories and/or lists dictated by student to tutor (LEA)
___correcting spelling and punctuation of student's journal entries
___manipulating alphabet blocks before reading and printing word*
___using picutre alphabet to help student relate sound to letter*
___practice in reading short, easy books
___practice in taking multiple-choice exams
___dictation of words, phrases, and sentences from the readings
___practice in filling out forms with tutor's help
___working on simple crossword puzzles with tutor
___working on the following parts of READING FOR LIFE:

__fundamentals of reading (pp 1-150)
__filling out applications (p. 207)
__writing checks (p. 224)
__writing letters (p. 171)
__processing long words (pp. 66-67, 134-146, 150-157, 252-258)
__processing long sentences (pp. 207-208, 222-223, 246, 254)
__reading maps (p. 220)
__reading signs (pp. 58, 211)
__reading labels , calendars, grocery lists, recipes, newspaper articles (pp. 152-256)
__spelling tips (pp. 104, 121-132, 138, 144, 190-193, 209, 234)

TUTOR ASSIGNED:

DATE:

APPENDIX B

"Tutor Training Packet"

LEARNING TO READ PROGRAM TUTOR TRAINING PACKET

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I. SUGGESTIONS FOR SUCCESS

II. TUTOR APPROACH AND ATTITUDE

III. OVERVIEW OF TEACHING READING AND WRITING

IV. SOME TUTORING APPROACHES
- A. LANGUAGE EXPERIENCE APPROACH
- B. TEACHING CRITICAL THINKING SKILLS
- C. WRITING AS A PROCESS
- D. TEACHING SPELLING AND DECODING
  1) neurolinguistic approach
  2) word patterning
  3) sight words
  4) Cloze technique
  5) prefix and suffix wheels
- E. LESSON PLANNING

V. ADDITIONAL AIDS
- A. SPECIAL SUGGESTIONS ON USING "READING FOR LIFE"
- B. SAMPLE ACTIVITIES
  1) crossword puzzles
  2) lotto

SUGGESTIONS FOR SUCCESS

1) Meet in a neutral setting (not a home) at the same time each week, meet regularly and promptly.

2) Keep an informal record of what happens during the lesson, what progress you see, and ideas about problems or what to do in future sessions.

3) Turn in a completed "Tutor/Student Monthly Report" each month by the 28th.

4) Inform Diana Sherry of any change in your address or phone, your student's address or phone, your meeting time, or meeting place.

5) Call Diana Sherry or Virginia Allen with any concerns, fears, suggestions, or questions. Don't wait until it's too late!

6) Refrain from advising your student about his or her personal concerns.

7) Act non-judgementally toward your student's personal habits and characteristics. Let Diana Sherry know if you are very uncomfortable and would prefer a different student.

8) Call your student quickly, within the first day or two after you are assigned to let him or her know that you will be his or her tutor. Prevent the first experience with literacy from being one of indifference, frustration, or rejection. If you are withdrawing as a tutor CALL US rather than ignoring your partner. He or she is relying on you.

9) Be positive rather than negative. Place yourself in the situation. It's a lot better to be sincerely complimented than embarrassed by criticism and scolding. Try to teach without negative words.

10) Be courteous and thoughtful. This includes starting and stopping a lesson on time and being attentive to the learner's conversation about self and personal problems. If you are willing to listen, you'll be amazed at how much your learner can teach you.

11) Use humor. Make the session fun and never hesitate to admit a mistake or that you don't know something. It can be a great learning situation together.

12) Be patient. We all require understanding from others, and learning can be difficult when other problems in our lives are also demanding attention.

13) Understand that every learner has a lot of experience, information and knowledge, even though formal education may not have been adequate.

14) Realize that you will often be the one who provides the encouragement to continue. This can often be handled by discussing the progress made and charting or writing down what was learned. This will help the student see progress toward his/her goal.

15) Be flexible. Never think that because you've started in one method and manner that changes cannot be made. Think about the way student learns best. Maybe he/she needs information now that you planned on later. Maybe the student needs more of a challenge or perhaps a different approach. Remember that people learn differently (see enclosed information on learning styles--page in this tutor packet). It can be helpful when the areas of writing, listening and reading are all used. It's up to you to find out what does succeed.

16) Make sure that every lesson not only contains challenging work for the learner but also contains enjoyable material that can be successfully handled.

17) Make sure that your student understands what he or she is to do. You can say too much so say enough to be clear and then provide time for questions and a little practice with the material before the student begins working on his or her own.

18) Have him participate rather than just listen. Correcting his own work can also help him learn what still needs to be worked on.

19) Remember you are guiding him into independent learning. Everything you do should lead to that. Be glad if he tells you that something isn't working (i.e. the type of materials you are using, etc.). That can mean he is analyzing some of his own learning needs.

20) Review for retention. Practice is good, but not so much of it that it is just going through the motions. However, allow for enough practice to learn a skill.

21) Be alert to problems needing special attention (hearing, visual, etc.).

22) Take time to make the physical environment comfortable (lighting, seating, etc.). Take frequent breaks, and make sure the atmosphere is informal and relaxed.

23) Encourage your student to consider sharing his experience with other students and potential students.

TUTOR APPROACH AND ATTITUDE

GUIDELINES FOR EFFECTIVE TUTORING

Plan ahead and be over-prepared for each tutoring session. Know your student's strengths, weaknesses and interests. What is the extent of his/her present reading ability? What is his/her educational background? Does he/she have emotional or learning handicaps?

Tutoring should begin at a point appropriate to the student's present level of achievement. Knowing a person's hobbies and interests can assist the tutor in selecting the proper materials. Why is the student seeking help? Does he/she need the reading skill necessary to pass a G.E.D. test or a driving exam? Always plan your lessons with the students ultimate goals in mind so that he feels that what you are working on is relevant to him.

Be positive! Always praise your student for his/her efforts and progress. Include some activity which he/she will be able to perform successfully. Numerous reading mistakes should indicate that materials being used are written above the student's comfort level. The tutor must be flexible enough to make changes if the student's frustration level is reached. At the conclusion of each session, decide whether the student has sufficient understanding of previous instruction to advance, and whether other instructional material or techniques might be more effective than those you have used.

Try to plan exercises and activities which will leave your student with a positive feeling about learning. Many commercial games can be used to reinforce basic phonics, spelling, and vocabulary. You may wish to develop your reading games to fit the particular requirements of your student. The person you tutor should leave each session convinced that he/she has made some progress, however small. This is especially important for the adult who has had unsuccessful learning experiences in school and who lacks self-confidence.

Document each tutoring session by keeping a folder for each student you tutor. Date each entry and try to evaluate the session honestly. Did you achieve the objective for the day? Were the materials you selected suitable? How did the student progress with regards to new words he can pronounce and/or understand? You will use this information to help you plan the next session and to fill out your Tutor/Student Monthly Report Form which is due at the end of each month.

There is nothing mysterious or magical about the process of acquiring language skills or reading ability. If there is any element of 'magic' involved, it consists of the competency, patience, dedication and enthusiasm of the tutor who is instrumental in generating successful learning experiences for the student. Your personal attention and the proper setting for the appropriate learning situations can set the stage for your student to realize his/her potential to read.

IMPORTANT POINTS TO REMEMBER ABOUT ADULT LEARNING

1) Adults seek out learning experiences in order to cope with specific life-change events.

2) The learning experiences adults seek out on their own are directly related to the life-changing events that triggered the seeking. Therefore, if 80% of the change being encountered is work-related, then 80% of the learning experiences sought should be work-related.

3) For most adults learning is not its own reward; they seek out a learning experience because they have a use for the knowledge being sought.

4) Increasing or maintaining self-esteem is a strong secondary motivator for learning.

5) There seem to be specific moments when adults are most ready to learn which are related to the life-changing event which prompts them to seek learning events. If learning does not take place before, during, or soon after the life-changing event the "teachable moment" may be lost.

6) Adults tend to be less interested in survey courses but prefer single-concept, single-theory courses which provide relevant practical applications which deal with the issues facing them. Therefore, what you choose to work on in your tutoring sessions should always be as relevant as possible to what the student states as his goals.

7) Adults need to be able to integrate new ideas with what they already know if they are going to keep--and use--the new information.

8) Information that conflicts with what your student already knows or believes is integrated more slowly because it forces re-evaluation of old material. Your student will have to unlearn a lot of old habits such as guessing wildly at new words rather than using context clues and phonics clues to decipher them. He will also have to unlearn many misspelled words and replace them with the correctly spelled words. This will take time.

9) Information that has little conceptual overlap with what your student already knows will be harder and take longer to learn.

10) Fast-paced, complex, or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.

11) Adults tend to compensate for being slower in some learning tasks by being more accurate and taking fewer risks and by making fewer trial-and-error ventures.

12) Adults tend to take errors personally and let them affect self-esteem. Therefore, they tend to apply methods which have worked before whether they are truly adaptive at the moment or not.

13) Adults prefer self-directed and self-designed learning projects 7 to 1 over group-learning experiences led by a professional.

14) Straightforward practical information is most preferred by adults.

15) The incompetence or inadequacy of resource people (such as teachers and perhaps tutors) is often rated as a primary frustration of adult learners.

16) The learning environment must be physically and psychologically comfortable.

17) Self-esteem and ego are on the line when adults are asked to risk trying a new behavior in front of peers. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the tutoring sessions will all affect your work together.

18) Adults have expectations, and it is critical to take time in the beginning to discuss them. Both the tutor and the student need to state their expectations, and if there are significant differences a resolution should be negotiated.

19) Adults bring a great deal of life experience into their tutoring sessions and this experience should be acknowledged, respected, and utilized. Remember also, that you will learn a lot from your student.

20) Tutors should remember to utilize open-ended questions with their students. The intent is to help your student learn how to learn about reading and writing. When you ask thought provoking questions which do not have right or wrong answers your student will learn how to be a critical thinker.

21) It is important to always be sensitive to how your student is reacting or responding to activities and material. Tutors need to be flexible and willing to change approaches according to what your student enjoys and how he learns best. Always have a variety of different types of activities to do in any one session.

22) Integration of new knowledge and skill requires transition time and a lot of focused effort on the part of both the tutor and the student.

23) Each learner has his own learning styles through which he learns best. These styles may not be the ones which he enjoys the most, and they may not be the modes through which you feel that you learn best. As a tutor you will need to make yourself aware of your student's learning style and make certain that you are teaching in the style which will promote learning for him, not necessarily in the in the style in which you learn best.

24) Adults are very goal-oriented; they rarely engage in a learning experience without some sort of goal in mind. As a tutor you must be certain that your activities clearly tie in with your student's goals.

25) Adult learners are very busy people with many outside responsibilities and distractions. Your student may not always be able to focus as much energy on your lessons and on outside work as both of you would prefer. Be patient, but encourage your student to do as much outside work as possible.

26) Being an expert at doing something does not guarantee that you will automatically be great at teaching it. In fact, since you are a good reader you may find it difficult to understand why you student struggles so much. Be sensitive about this. Have you ever had someone who was an expert at something try to teach you how to do it? It probably was difficult for your teacher to be patient with you and it was probably difficult for you to avoid feeling inadequate.

In conclusion, the presentation of new information should be meaningful, it should include aids which help the learner organize it and relate it to previously stored information. In addition, presentation of one idea at a time and minimization of competing intellectual demands should aid comprehension. Finally, frequent summarization should facilitate recall. The adult learner should help to design the teaching approach and materials chosen, and the tutor should strive to always be sensitive and alert to the needs of the learner.

LEARNING STYLES

One of the most important things you will do with your student is to help him determine his learning styles, the strengths and the weaknesses. Each learner learns through the senses, some learn more easily using auditory input, some through visual input, some through tactile input, some through kinesthetic input. Most learners use all of these senses, but recognize that they are somewhat stronger in some areas, weaker in others. As you begin to understand your student's learning style, you will find that taking it into account will help him learn more quickly, more easily, and more enjoyably. As the tutor, you do not want to encourage your student to avoid doing activities that require his weaker sense because he needs to strengthen it. But, you do want to focus most of each session doing activities that focus on the student's strengths. This will help him to experience success, which so many students have not previously enjoyed with respect to reading.

The Visual Learner

The visual learner learns best by being shown, or by reading about it, or by looking at drawings, etc. He may seem to ignore verbal directions, and questions or instructions may often need to be repeated (frequently in different words). He may substitute gestures for words, as though 'groping for a word'. He may have poor speech (weak vocabulary or poor articulation). He may prefer visual games (such as board games). He may have trouble with rote memorizing such as in the alphabet, rote counting, and the times tables. The visual learner will find a phonics-based program difficult.

The visual learner will benefit from a whole-word reading method, flash cards and writing that focus on sight words, crossword puzzles, etc., and may benefit from using paper or his finger to follow the words.

Remember that you don't want to avoid phonics altogether, just supplement heavily with other techniques that are more visual and less auditory.

The Auditory Learner

The auditory learner learns best by hearing things described or explained, rather than seeing them done, reading about them, or doing than himself. He may get bored, restless, or discouraged with highly visual tasks such as jigsaw puzzles, crossword puzzles. He may often skip words or even whole lines in reading, may use his finger as a pointer. He may confuse words that look similar, like bell and ball, spot and stop. He may be a "mumbler", muttering or whispering to himself when he's doing a quiet task, and this may substitute for doodling. He may have trouble with workbooks and worksheets -- putting his answers in the wrong blanks. Usually his spelling errors 'make sense' in that he spells the word the way it sounds - "meen for mean", etc. He may have reversals or inversions in writing, or he may leave out whole words or parts of words.

A person who learns best auditorily will do well with a phonics-based program, will do well with instructions that are read tc him and verbally explained to him.

Remember not to ignore visual tasks such as crossword puzzles, flasn cards, and sight word memorizing, but just not to over-emphasize them.

OVERVIEW OF WHAT WE WANT OUR STUDENTS TO LEARN

As you learned in the section on adult learners, adults are very goal-oriented and have a great many other things on their minds besides reading. In addition, learning to read (especially when starting at the beginning) takes a very long time and a great deal of effort. Your student probably will not progress from poor reading and writing skills to mastery without a few interruptions.

With these points in mind, it is important that you do all you can to help your student learn how to learn about reading and writing. This is probably much more important than teaching him individual spelling rules for example. If your student only stays in the program for six months but gains some independent skills in reading and writing, he can continue to learn more after he leaves. In addition, if your student sees that he has the ability to improve on his own, he may stay with the program longer.

One of the most important aspects of reading that is often not taught is how to be a critical thinker/critical reader. Often our students have such low self-concepts that they are completely unaware of their right (even their responsibility) to become involved in what they read and evaluate for themselves how relevant or truthful it is. Adults with poor reading skills often think that anything that is in print must be true. They often have extreme difficulty relating what they know about life to what they read, and vice versa.

As a tutor, it will be important for you to help your student learn to apply his own life experience to what he reads and to make his own judgments as to the validity and relevance of what he reads. This will improve your student's comprehension of what he reads and make what he reads much more useful to him.

Good readers know how to derive meaning from written material by using <u>all</u> of the types of information available. The types of information include the syntax of the passage (does it sound like language), the semantics of the passage (does it make sense), and the graphophonics of the passage (what sounds go with the letters). Poor readers often rely so much on the graphophonics clues that even when the passage doesn't make sense they may accept it because it 'sounds right' phonetically.

It will be your job as a tutor to encourage your student to use <u>all</u> of the aspects involved in reading, and not to focus too much on any one skill when he reads. In addition, it will be your job to help your student learn which skills should be used at which times. For example, good readers make mistakes that make sense in the context of the passage, (such as reading the word "light" in place of "lamp") and they don't stop to correct themselves

unless they get to the point where the mistake makes the sentence confusing. A poor reader will focus so much on the phonics cues that he will read a sentence where an error has rendered the sentence meaningless and he will not notice. Poor readers do not trust that a sentence is supposed to make sense.

Your job as a tutor will be to be aware of what you do that makes you a good reader, and to help your student learn to do the same things when he reads. The skills you use which you want to help your student learn include:

1) applying your own life experiences to what you read.
2) integrating new information with previously held views.
3) making predictions about what will be covered in a passage before you read it.
4) making predictions about how a passage is organized and then placing what you read into that organizational structure.
5) monitoring your comprehension and changing your technique when needed.
6) knowing what to do when you have trouble with a passage.
7) reading to identify meaning rather than to identify words.
8) reading as though you expect the text to make sense
9) shifting approaches depending on the purpose of reading and the type of material involved.
10) feeling good about reading.

Some characteristics of poor readers include:

1) may depend too much on either letter by letter and word by word analysis or too much on the knowledge they already have about the topic.
2) sometimes fail to use the knowledge they already have about the topic to think about what they are reading.
3) don't adjust their strategies when they are having difficulty.
4) often do not see the point of reading.
5) do not monitor their own comprehension.
6) do not trust that what they read ought to make sense.

According to Becoming a Nation of Readers: The Report of the Commission on Reading, reading is a constructive **process**. In addition it states that reading must be fluent, it must be strategic, it requires motivation, and **it is a continuously developing skill**. Reading must be seen as part of general language development and not as a discrete skill isolated from listening, speaking, or writing.

As tutors, your challenge will be to be learning with your student, to be improving your own reading and your understanding of it while helping your student improve his. In addition, it will be your charge to improve your own writing and your understanding of it while helping your student do the same. If you can progress along these lines, your student will not only learn critically important skills, he will stay with the program longer.

A breakdown of some of the specific skills involved in reading follows. Tutors, please note that this list is a guideline. It is important that you do not try to teach these as isolated skills, but be aware of them so that when your student is having difficulty you will have an idea of which of these skills he needs to work on. Always work on skills within the context of what you and your student are reading together. When you do find a skill that your student is lacking and which is currently hindering his reading advancement, devise a <u>variety</u> of exercises which will help him practice that skill. Try not to focus on too many different new skills at the same time. The key is to maintain a balance between being too global in your approach and overfocused on isolated skills out of context. Remember, as a good reader you utilize all of these skills at different times in your reading and your student needs to learn how to do this.

SKILLS INVOLVED IN READING

I. **Language--Semantics.** The ability to:
   A. Perceive description by noting descriptive words, adjectives.
   B. Analyze sentence structure by identifying "subject and predicate".
   C. Recognize usage of parts of speech.
   D. Analyze language structure by identifying related ideas and by summarizing.
   E. Classify objects on varying levels of abstraction.
   F. Develop concepts through character interpretations in critical reading.
   G. Perceive similar concepts (synonyms) and contrasting concepts (antonyms) in isolation and in contextual settings.
   H. Recognize definite and indefinite terms.
   I. Identify and interpret figurative expressions.
   J. Recognize homographs (words spelled alike but used in different context).
   K. Recognize homonyms (words that have identical sounds but different spelling).
   L. Perceive levels of abstraction.
   M. Recognize "guide" and "signal" terms (i.e. furthermore, therefore, finally).
   N. See shifts of meaning.
   O. Discriminate between fact and fiction.
   P. Discriminate between fact and opinion.
   Q. See causal relationships.
   R. Recognize cues to bias.

II. **Assimilative Reading.** The ability to:
  A. Determine sequence of ideas.
  B. Identify main ideas.
  C. Identify details.

III. **Critical Reading.** The ability to:
  A. Anticipate meaning.
  B. Perceive relationships between ideas.
  C. Determine mood.
  D. Determine author's purpose and intent.
  E. Determine the attitude of the author to his subject (tone).
  F. Evaluate relevancy of details to the main idea.
  G. Discriminate between relevant and irrelevant ideas.
  H. Determine relationship between time and events.
  I. Interpret characters.
  J. Interpret humor (ambiguities, jokes).
  K. Predict outcomes.
  L. Visualize.
  M. Discriminate between fact and fiction.
  N. Use inferences to draw conclusions.
  O. Draw inferences using cause-effect relationship.
  P. Generalize.
  Q. Interpret punctuation and typographical clues.
  R. Compare two or more sources of information.

IV. **Study-Type Reading.**
  A. Knowledge of when to read:
    1. Ability to judge when needs can be satisfied through reading.
    2. Judge when personal and group interests can be satisfied through reading.
    3. Judge when to use sources such as encyclopedias, dictionaries, maps, charts, and graphs.
    4. Judge when to refer to newspapers, magazines, and current material.
    5. Judge when to use more than one reference.
    6. Acquire skill in the use of other learning aids: listening, observation, experimentation, discussion, interpretation of pictures.
    7. Direct reading interest in proper channels.
  B. Location of information. The ability to use:
    1. The title.
    2. The table of contents.
    3. Chapter headings.
    4. Unit headings.
    5. Foreword.
    6. Preface.
    7. Author's aids (boldface sub-topics and paragraph summaries).
    8. Index.
    9. Glossary.
    10. Footnotes.
    11. Bibliographies.
    12. Summaries.

13. Maps, charts, tables, and other graphic devices and representation.
14. Alphabetizing.
15. Librarian.
16. Dewey Decimal System.
17. Title cards.
18. Atlas.
19. Encyclopedia.
20. Crossreferences.
21. Yearbooks.
22. Almanacs.
23. Indices and Reader's Guide.
24. Book reviews.

C. Organization. The ability to:
1. Get the main idea of a selection.
2. Arrange ideas and events in sequence.
3. Decide relevancy of ideas to story.
4. Identify main ideas relevant to details.
5. Identify details relevant to main ideas.
6. List or make one-point outlines.
7. Identify and coordinate main ideas.
8. Make two-point outlines.
9. Prepare question-type outlines.
10. Convert question-type to sentence-type outlines.
11. Evaluate outlines in terms of use.
12. Discriminate topic sentences.
13. Summarize.
14. Organize information in form of graphs, charts, etc.
15. Collect references in terms of research problem.

D. Versatility. The ability to:
1. Adjust rate to purpose.
2. Use rapid reading to identify main ideas.
3. Use rapid reading to identify sequence of events.
4. Read rapidly to classify materials.
5. Reread to determine facts and opinions.
6. Reread to locate information for outlining purposes.
7. Reread to appraise language structure (proofreading).
8. Reread for study purposes.
9. Reread to form generalizations.
10. Apply facts to a problem.
11. Follow printed directions.

TECHNIQUES WHICH WILL HELP YOUR STUDENT BECOME A GOOD READER

As a tutor you will help your student learn through approaches that teach reading by listening and speaking, reading by reading, and reading by writing.

Approaches which teach reading by listening and speaking include the Language Experience Approach (to be covered later), reading to your student, duet reading exercises (see next page), language games, and book talks.

Approaches which teach reading by reading include sustained silent reading by your student, keeping a journal, reading a variety of materials, and building vocabulary lessons around trouble spots (such as to, two, and too).

Approaches which teach reading by writing include the Language Experience Approach, journals, and other approaches covered in the section of this manual called, "Writing as a Process".

DUET READING

PURPOSE: To increase the student's fluency of reading and vocabulary by reading aloud with the tutor. To help the students read faster, with more confidence, and to begin to discover that reading is fun.

TO BE USED WITH: Students who have some reading ability but who are reading hesitantly, word for word, or with no expression.

IT WORKS! A California study showed an average gain of 2.2 grade levels among students with severe reading handicaps who had received 7 1/2 hours of instruction in this method over a 6-week period. The method has also been used with students who have a stuttering problem.

Description of Method

CHOOSE SOMETHING THAT'S A LITTLE "TOO HARD" FOR THE STUDENT Help the student select something to read that is about 2-3 grade levels above the student's reading ability. The material should be on a topic of interest to the student. The material may be a book, a magazine or newspaper article, a pamphlet or a brochure.

BEGIN READING TOGETHER: The tutor and student begin to read the book aloud together. The tutor reads at a normal speed, trying to use expression and following punctuation. The student reads along, trying to keep up with the tutor.

USE YOUR FINGER: The tutor must move his/her finger beneath the lines being read. This helps the student keep up, and acquire practice in reading from left to right, and in bringing his eye back to the beginning of each new line without losing his place.

KEEP GOING: The tutor should continue to read at a normal rate even if the student hesitates over a word or falls slightly behind. After a few sessions using this method, it will become easier for the student to keep up. It will be a challenge, and he will begin to look ahead at coming words to keep from falling behind.

If the student stops completely, the tutor should also stop, give both a chance to rest, offer the student encouragement and begin again. Try spending at least ten minutes at the end of each tutoring session using this method.

NO QUESTIONS: Do not stop to explain the meaning of a word unless the student requests it. Do not ask questions to see if the student understood the story. The material is to be used only as an exercise in fluent reading.

IS THE BOOK TOO EASY OR TOO HARD?: If the student keeps up with little effort, the tutor should use more difficult material so that it will be a challenge. If the student has a great deal of difficulty in keeping up, recognizes few words, and is becoming frustrated, the tutor should use easier material.

KEEP IN MIND: Do not ask the student to read aloud from the material by himself. Since it is above his reading level it may be a frustrating experience.

Occasionally the tutor may wish to spend a few minutes reading aloud to the student. This should be from material of interest to the student; it can be several levels above his reading level.

These methods will help to motivate the student to improve his own reading in order to be able to read and enjoy material on his own.

THE LANGUAGE EXPERIENCE APPROACH

A Language Experience Story is any story a student tells about something he or she has done or knows about..... or even something the student hopes to do in the future.

It involves the student directly in the learning process....and enables the student to begin with something familiar.

The seven steps in this process make learning and teaching an enjoyable experience.

STEP 1. GETTING THE STORY

A. Ask your student a question to get him started talking about something of interest to him. Ask more questions to get him to elaborate. For example, "What do you like to do best?"
B. Listen. "I like to knit. I make slippers, mittens, and hats."
C. Have materials ready: paper, carbon paper, and pen.
D. Write the story as you heard it, using the student's own vocabulary and grammatical structure. Keep sentences short. Leave wide margins. Be sure to print.
E. Read the story to ask him if it is what he had in mind, would he like to change anything. Point to each word as you read.
F. Encourage your student to chime in and read with you when he is ready.
G. If he can, have your student read it alone.

STEP 2. GETTING THE KEY SEQUENCE

A. Ask your student to choose one sentence from the story to work on.
B. Write the key sentence. Leave plenty of space between lines.
C. Have your student copy it.

STEP 3. GETTING KEY WORDS

A. Ask your student to choose 2 or 3 words from the key sentence.
B. Underline the key words.
C. Print the key words on cards.
D. Have your student copy the words.

STEP 4. USING THE KEY WORDS

A. Hold up the card, say the word, and ask the student to say the word.
B. Ask the student to take the card and find its duplicate in the sentence. Repeat A and B for each key word.
C. When all the key words are matched, ask your student to read the sentence.
D. Remove the key word cards from the sentence and ask your student to read them "in isolation" (away from the key sentence).

STEP 5. USING THE KEY SENTENCE
A. Write the remaining words of the key sentence on cards.
B. Ask your student to match the remaining word cards to their duplicates in the sentence.
C. Point to each remaining word card and ask your student to read the word.
D. Remove the remaining word cards from the sentence and ask your student to read each card in isolation.
E. Take all the word cards in the key sentence, mix them up, and ask your student to arrange them in the correct order.

Helpful Suggestion: Give your student praise when it is deserved. Repeat words which give your student difficulty. Remember: Reading words in isolation is the most difficult task in learning to read.

BE PATIENT. What seems easy to you may be difficult for your student.

STEP 6. USING ALL THE SENTENCES
In step 6 you repeat STEPS 3, 4, 5 with each of the remaining sentences in the story.

First, ask your student to choose another sentence from the story to work on.
Second, print the sentence on a sheet of paper.
Third, ask your student to choose 2 or 3 key words. Write each key word on a card. (STEP 3)
FOURTH, ask your student to use the key word cards in the sentence and then in isolation. (STEP 4)
FIFTH, print the remaining words on cards and ask your student to read them in the sentence and in isolation.
SIXTH, mix up all the word cards and ask your student to arrange them in the correct order of the sentence.

Then, repeat this process with each of the remaining sentences. When your student can read all the sentences, the experience story is completed.

STEP 7. EVALUATION

As each experience story is completed, give your student the original copy for his or her notebook. It can be used later in reviewing sight vocabulary. Keep your carbon copy in your student's file.

How can you tell how well your student in doing? Your student may be making good progress with some skills, but having difficulty with other skills. You must do follow-up activities using the vocabulary generated in each session.

After each Language Experience Approach Activity, you should have your student recopy the passage. The kinesthetic reinforcement that comes from this is very important. After each activity you should type up the Language Experience Story and (in alphabetical order) the

words you used in that activity for your student to practice in the next lesson. You should also compose new sentences using this vocabulary. In the next session you can read your LEA composition together, reviewing words that prove difficult for your student. Then you can read the new sentences you wrote using his vocabulary. If he gets stuck on any of the words go back to the LEA passage and read the sentence with the difficult word in it. Then go back to the new sentence and see if he can read the word now. Review the alphabetized list in the same way, reverting to the original LEA passage with any words he has difficulty with.

You can also type up sentences with blanks which the student will fill from a list at the bottom of the page. This list will include words from the Language Experience Story. You can make up sentences using the LEA words and ask them to put in the periods or other punctuation marks.

Each week you can build new sentences utilizing all the vocabulary from previous weeks. You and your student will slowly be building a new word recognition list for your student.

In addition to working on building your student's word recognition, you can work on basic phonics rules, punctuation, and grammar rules within the LEA context. For example, if your student left out all of the periods when he recopied his passage, you can focus on periods. If your student misspelled several words which had the short 'a' sound you can pull out all the words which involved short 'a' sounds and focus on those. (When working on vowel sounds, it is best to focus on short vowels first and to only focus on one at a time.) If your student had trouble with a word which includes a word family, you might practice that word family. In this case, you can have a list of the words in the LEA which focus on the particular word family you want to emphasize and ask your student to come up with "rhyming words". The Glass analysis (which is in the Learning to Read Program office) can be quite helpful in this type of activity. see the next page for more on word patterns.

Other skills you can work on include word endings, contractions, parts of speech, homonyms (such as their, there, and they're), compound words, and prefixes and suffixes. For very beginning students you can have them just look through the passage and circle all of the vowels. To focus on adjectives, you could ask your student to think of other describing words he could have used in a particular sentence. You could practice breaking specific words down into parts.

As mentioned before, it is always best to work on specific basic skills in the context of your reading and writing together. The LEA gives you a great opportunity to take words and concepts which are meaningful to your student and pull out specific skills which need work.

USING WORD PATTERNS

Many students have difficulty in isolating the vowel sound in the middle of the word. For them using the vowel sound with the word ending will make sounding out words much easier. If they know the rhyming pattern all they have to do is know the different beginning consonant sounds and they can read the words.

1) Choose a word that the student already knows and includes the word pattern you want to review (example: hand)

2) Put the word on a card.

3) Put the rhyming word under it.

4) Say to the student: "If h-a-n-d spells hand, what is b-a-n-d?"

5) If the student responds correctly, add another word in the pattern. Change beginning consonant sounds in alphabetical order. Example: hand, band, land, sand.

6) If the student cannot give the correct responses, review the beginning consonant sound and the rhyming ending (b-and). You may have to really practice rhyming first because some student don't know how to do this.

HINTS:

1) Take care not to confuse students with endings that are spelled more than one way (socks, ox)

2) It is best (especially in the beginning) to work with only one vowel sound each lesson.

3) Short vowel sounds are easier so do them first. The best order is to learn the short sounds of a, then i, then o, then u, and last e. You can give your student a catch phrase to remember the short vowel sounds, such as, "That Ed is hot stuff" or help him to come up with his own key words or phrase.

4) The Glass Analysis (in the LTRP office) is a good resource for work on word families.

5) Another excellent source is p. 88 and on in <u>TUTOR</u> which is on the LTRP shelf.

IMPROVING YOUR STUDENT'S READING COMPREHENSION BY HELPING HIM BECOME A CRITICAL THINKER

As mentioned earlier, good readers utilize a variety of techniques to decipher a reading passage, while poor readers tend to rely only on the phonetic approach. You will help your student become a much better reader if you can help him learn to use a variety of techniques and to recognize which techniques are useful at which times. A critical reader is one who monitors his own progress and changes techniques when comprehension is difficult. A critical reader is also one who applies himself to what he reads, interprets its meaning based on his own opinions and beliefs, and then integrates the new knowledge with his previous knowledge. A critical reader takes an active approach to his reading by first making some predictions about what he is going to read, and then confirming his predictions or forming new ones as he reads.

In making predictions about your own reading, you as a good reader use a variety of skills to familiarize yourself with a passage before you read. For example, you look at the title of a passage, review the table of contents and the forward, and formulate in your mind some ideas about what the author is going to cover and what his purpose is. You ask yourself a variety of questions such as, what does this author want to get across? What points will he make toward that end? How has he organized the material?

In considering the organizational structure of a passage, you set up a structure of your own into which you will fit the ideas you get from your reading. For example, if you are going to read a mystery story, you expect the author to set up an initial scenario and to build on it with interconnecting clues. You will be prepared to watch for clues in the passage and to decide which ones are relevant and how they relate to each other. As you proceed, you will anticipate that the author will build the suspense in the story until some event or breakthrough clue draws everything to a close. You also predict that by then end of the story you will either figure out the mystery or the author will explain it to you.

You will want to expose your student to a variety of organizational structures, from fairy tales to biographies to scientific texts to detective novels, helping him to see that each of these follows a particular pattern or format. You will want to help him learn the skills of conducting an overview of the material he is about to read in order to make predictions. The Directed Reading Activity is a good way to teach your student how to be an active reader.

THE DIRECTED READING ACTIVITY

Have your student select something he would like to read for home or work or personal interest. Look together at the title and discuss what the author might have had in mind when he chose that title. What does your student think the author's purpose in writing this text? Why does he think so? What point is he going to try to make? Ask your student what interests him about the title. How does he think this will relate to his own life. What does he already know about the topic. This is a discussion between you and your student. There are no right or wrong answers.

Next, look at any pictures on the cover or inside the cover. Discuss these with the same types of questions in mind as above. Ask your student if the pictures make him think the text will cover what he thought it would by the title. Why or why not?

Next, look through the Table of Contents (if there is one) and continue the discussion. Talk about how the text seems to be organized, what are the subtopics the author is going to cover? Why do you think the author decided to organize it this way? How do the chapters relate to each other?

Within a chapter you can review together any headings and subheadings and talk some more about how the passages are organized. How do they relate to each other? What do you already know about the subjects the author is going to cover? Keep asking questions which will help your student to make predictions and relate the information to what he already knows. Continue to look for all surface clues available about what the text will cover. Look at pictures, graphs or charts, captions, bold print vs. underlining, etc. Through these exercises you will help your student build a structure and a knowledge base to which he can attach new information. You will help him learn to read to confirm or throw out hypotheses. You will help him to become a critical thinker and a critical reader.

Additional skills you can teach, especially if your student is a higher level student, include the skills of skimming and scanning the material.

As you and your student read the passage together, ask your student questions which force him to evaluate the material. Does he agree or disagree with the author? Why or why not. Encourage him to give you specific reasons. Whether you think your student is right or not is not the issue here, the issue is whether he can substantiate his opinion with specific previous knowledge or opinions and whether he can integrate this new information. Ask him if he thinks the author knows what he is talking about. Why or why not. Would the student have organized the material the same way?

In a directed reading activity, your student discovers his purpose for reading and makes predictions about the author's intent and how he organized the material. The student becomes actively involved (rather than passively) and evaluates for himself the value of what he is reading. He formulates hypotheses and confirms or rejects them. At then end you can discuss together your student's conclusions about the passage, what he learned about the subject and about his own opinion, etc.

Other activities you might consider involving in the approach include previews of vocabulary which is new to the student, looking up the words and mapping them before you start reading.

When devising the types of questions you will ask your student before, during, and after reading the passage you must keep in mind that yes/no questions are not useful. It is important to ask questions which promote independent thinking, critical thinking. There are three levels of questioning which you may use. The first level is useful in determining whether your student understands what he is reading at all. The second two levels promote critical thinking. See the next page for a discussion of the three levels of questioning.

Finally, you can help your student to become a more independent reader by helping him to learn how to ask himself the questions that you have been asking him. Once he has become accustomed to the kind of free-form discussion you can have about a book, allow your student to ask you questions about what you have read together. This is called Reciprocal Questioning, and it is covered after the section of the levels of questioning.

PROMOTING CRITICAL THINKING SKILLS THROUGH
THE THREE LEVELS OF QUESTIONING

Level I of the questioning is the literal level. It is designed to produce knowledge of what the author actually said, what information has been presented.

Level II is the interpretive level. It requires the student to note significant relationships among and between ideas presented by the author. The reader's prior knowledge comes in, but responses must be based on what is in the text. The reader is asked to make intelligent hypotheses about what the author meant.

Level III is the applied level. Here the student takes information gained from what the author said and formulates generalizations beyond the text. He is asked to use the information in another situation. It is designed to deepen their understanding of the selection.

To develop your list of questions in the three levels of thinking:

1) Read the selection. Analyze to determine the major ideas and concepts the student should get out of it. (Author's intent and implications).

2) Write a series of simple declarative sentences that reflect the author's intent/major concepts. (Level II).

3) Return to the selection and extract the literal statements that apply to inferences. (Level I)

4) Add two or three distracters to the statements from #2 and #3.

5) Look again at the concepts -- what general conclusions can be drawn? (Using student's own experience.) (Level III)

RECIPROCAL QUESTIONING

WHAT IS IT?

A procedure in which students and the tutor ask questions back and forth of one another over a particular piece of material.

WHAT IS THE PURPOSE?

-To help students gain independent comprehension strategies by setting up an active learning situation
-To encourage students to think on higher levels
-To help students set their own purposes for reading
-To give the tutor diagnostic information on how students are comprehending

HOW DOES IT WORK?

The tutor and student read a paragraph or two (usually from the beginning of an article or story) and then begin a back and forth questioning until both tutor and student have run out of questions.

WHAT DOES THE TUTOR DO?

-Model good questioning behavior
-Provide feedback on the student's questions ("That's a good question -- the author didn't come right out and say it, but I think he meant...")

WON'T THE STUDENT RUN OUT OF QUESTIONS BEFORE THE TUTOR DOES?

No doubt. Here's where more modeling comes in. Show him how he can find additional questions. Chances are that if the student has run out of questions, there is no more literal information to ask you about. You can suggest higher level questions such as "why" and "how do you feel about that?" questions. (See the following session in your tutor packet about the "Directed Reading Activity" to learn more about higher level questioning.)

SHOULD I GO THROUGH AN ENTIRE SELECTION USING THIS PROCEDURE?

Please don't! It could be deadly. If you have gone through the first two paragraphs, students should have a good grasp of <u>that</u> content and information and have a basis on which to make some predictions for a silent reading of the remainder of the article. In addition, you will have been able to spot gaps in their background knowledge and fill those in.

THE PROCESS OF WRITING

Students learn to write by writing.
Teachers should write **with** their students.

People tend to think that there are 2 steps to writing:
1) think before you write
2) write the finished product

In fact, good writers do the following:

1) prewriting (gathering material, generating ideas, brainstorming related vocabulary, mapping, freewriting (which is writing nonstop for ten or so minutes about whatever comes into your mind), journaling, reporting (asking who, what, when, where, why), fantasizing, discussing, questioning, using visual stimuli (such as pictures), investigating (such as by reading an article on the subject). For the most basic students prewriting activities can be things like the language experience approach. Or you can have your student copy other stories or ideas, and use that vocabulary to come up with their own. You can have them do sentencing where you start a sentence and they finish it, such as, "I've always wanted..." You can have a beginning student expand on sentences to enrich them: "Bears eat apples." can be rewritten to read "Big brown furry bears eat apples in the forest." You can have your student dictate into a recorder and write from that. Especially when working with a beginning student it helps enormously to have good initial questions to begin with. Other warm up exercises that you can do include: tutor and student look at the picture together (or read an article together) and discuss it. The student can write in a journal about what you discussed, this acts as a planning tool and puts student more at ease.

2) Drafting (organizing, classifying, writing, shaping ideas, etc.) Notice that editing is not included here!

3) Revision
   a) rewriting to clarify meaning
   b) proofreading (for spelling, grammatical errors)

   In the revision stage it is best to read what you have written to someone else, you often catch errors and confusing passages on your own, and gives someone the chance to give you feedback.

4) Sharing or publishing (at this point your student can share his writing with other tutor's and students, or post it in the tutor meeting spaces--someday we'd like to start a student newsletter or booklet)

Poor writers often think that good writers are very neat and find writing easy, in fact, good writers often have messy crumpled papers everywhere.

The writing as a process model says that writing is a skill; it must be developed and practiced and can be taught as a multiple step process. Deemphasize grammar and spelling, explore the student's own voice, help him to develop what is going on in life, help him play with life. The purpose of writing is communication.

HOW TO RESPOND TO A STUDENT'S WRITING:

First--make sure that **he** reads it to you (This will help him to read it as a reader, and will help him to catch some of his own errors)

1) talk about how it made you feel

2) what did it make you think of, how did it relate to your own life?

3) ask the student questions about why he wrote it, did he experience this, ask him to elaborate on the story

Tutors must give good, specific, positive feedback. If you're too critical you'll reduce the composition to trivial details rather than constructive communication.

4) to help you decide what to work on in the next few lessons you can critique to yourself the spelling, punctuation, grammar, etc. You might find that you should work on endings, 'wh' words, capitalization, periods, etc.

Then you can compose for the next lesson activities which will involve the skills you want to work on. For example, you might develop a list of sentences you will dictate for to your student for him to write. If he misspelled the word, 'because' in his written passage, you can include that in one of the sentences you dictate for him to write. If he had trouble with leaving off 'ed' endings, you might compose a few fill in the blank sentences which will focus on past tense words. (For example, "He walked in and then _____ the door.") From these exercises you can help your student see which skills you might want to focus on together, but in a stifling manner than it would be if you crossed out misspelled words in his writing passages.

Your student will learn to become more of an independent reader and writer if he learns to proofread his own writing. Here are some steps you can follow which will help him develop the proofreading skill.

1) As you identify together from the exercises mentioned above which words or concepts your student needs to improve, you can have him set up a spelling words sheet with two columns, one for misspelled words, one for the correct spelling. You can put the correctly spelled word above the misspelled word on the exercises, and then have him copy it onto his spelling words sheet.

2) You can then analyze together the words he is having difficulty with. Are they always past tense? Do they often have the short vowel sound? This helps your student become aware of his misspellings.

3) Your student should write the misspelled word 5-10 times to practice it. He should say it, print it, look at it, and hear it.

4) You can do enriching exercises here such as word patterning, neurolinguistic programming, etc.

5) After your student becomes more confident and more comfortable you can underline the misspelled words but ask your student to look up the correct spelling.

6) Eventually, you can put a green dot or something in the margin of the sentence that has a spelling, grammatical, or punctuation error in it and leave it up to your student to find the problem. This will help him to become an independent proofreader.

As children learn to write through the whole language approach they are allowed to use "inventive spelling". The point is to let them use trial and error and successive approximation to get it right. Children learning to write and spell usually go through 4 stages:

1) precommunicative-- a jumble of letters and symbols:
   TubTnnoDmtd
2) semi-phonetic--one-, two-, or three-letter spellings which show some sound-letter correspondence e.g.,
   wnt--went
   dg--dog
   B--beach
3) phonetic-- characterised by almost perfect match between sounds and letters, e.g.,
   becos--because
   wot--what
   sed--said
4) transitional-- major move toward standard spelling with less reliance on sounds and greater reliance on visual aspects of print
   huose--house

TEACHING SPELLING AND DECODING SKILLS

Tutors often think that the best way to teach spelling is to dive right in with a lot of phonics rules. If your student specifically requests this approach you may need to do it, but it is better to help him learn that he needs a variety of tools to spell and decode new words, and that phonics rules constitute only one of those tools. Good spellers and decoders use phonics (especially in word pattern form), context clues, and syllabication rules.

As a good reader, when you come across a word you do not know, you often first try to guess at it by the context. Then you try to break it down into familiar parts (word patterns) and sound it out from there. (These familiar parts are not always exact syllables.) Sometimes you try to determine if it has prefixes or suffixes that you have seen before.

When you are trying to learn to spell a word you will often again try to break it down into components that you already know how to spell (word families). If there are parts left in the word that you still have difficulty with you will often either write the word out or try hard to memorize (by visualizing) the troublesome part. You can help your student do these very same steps. With words that are particularly difficult or important, you may want to resort to the neurolinguistic programming method described on the following page.

When your student is having difficulty with decoding words he comes across in his reading, encourage him to use the context clues available in the passage to guess what the word is. He does not need to figure out the exact meaning, only the approximate meaning. You might also do some duet reading exercises (described earlier) to help him develop a fluency where he will not get stuck on each unfamiliar word.

Some of the types of context clues you can help your student identify include the following:

1) restatements use different words to say the same thing: Signal words include 'or', 'that is', and 'in other words'; "The cockroach is an insect that has two antennae, or feelers, on its head."
2) Comparisons or contrasts liken or contrast the unknown with something known: "Bob's quietness was in sharp contrast to Ken's volubility."
3) Substitute words such as synonyms and antonyms are structured in sentences in such a way that when the reader expects the unknown word to be repeated, its synonym occurs. "When Julie hear the news, she was elated. She was so happy she had won the music scholarship."

4) Figures of speech are literary devices such as similes and metaphors: "The typhoon dumped buckets of water."
5) Summary statements of the various ideas in the material can provide clues to the unknown words. As is often true, one sentence may not be enough, but as the story develops the meaning of the unknown word may emerge: "Being an itinerant preacher, my grandfather traveled through all parts of the state."
6) Inferences are statements which provide inferential clues to the meaning of an unfamiliar word: "Tom was a foot taller and thirty pounds heavier than Kirk. He overwhelmed him in the match."
7) Subjective clues are such as the reflection of tone or mood derived from passages that reflect the unknown word: "I was alone. The day was dull with black clouds overhead. The dreary landscape cast a spell of melancholy over me."

SPELLING USING THE NEUROLINGUISTIC SPELLING PROCEDURE

This procedure is particularly useful for words that are difficult to remember and for workplace vocabulary. Do not do more than one or two of these per session.

1. Student prints or writes word on a 3x5 card, using a magic marker.
2. Hold card at auditory level, and say the word several times.
3. Hold the card up to the student's left upper visual area, if right-handed; if left-handed, hold up to right upper visual area. Student must keep head straight; only the eyes move. Say: "Pretend your eyes are pencils and trace every letter of the word. Take as much time as you need."
4. Take the card away. Say: "What was the first letter? The last letter? How many letters of the word hang their tails below the midline? How many reach above the midline? Where in the word were these letters?"
5. Hold card up to left (or right) again. Block out segments of the word. (Segments do not have to be in any particular order, or even syllabicated.) Say: "Trace the first segment, the second, third, etc."
6. Take the card away. Say: "What was the first segment? The second?"
7. Hold the card up again. Say: "Here is the word again. Pretend your eyes are cameras. I will say 'Now' and when I do, you take a picture of the word with your camera-eyes. Hear the click inside your head." Say: "Now."
8. Take the card away. Have the student guide his/her eyes up to the left (or right). Say: "Look at the word in your memory and read it to me." Have the student spell the word backwards. He will now be able to do that even if he has never been good at backwards spelling.
9. Have the student write the word. Then check the written word with the picture of the word the student has in the upper left (right) visual memory. Ask if he "feels right" about the word he has written when he checks it in his visual memory.

NOTE... if the student misses the word, have him/her trace the missed segment again. Then "re-take" the picture and continue the sequence.

TEACHING SIGHT WORDS

There are some two hundred words that make up about sixty percent of the reading vocabulary of the average reader. These words occur so frequently that inability to recognize them by sight prevents fluency in reading. At the end of this section is Dolch's list of the 200 words and 63 additional words from the Kucera-francis study that comprise the basic sight vocabulary for adults. These words, as well as those which cannot be figured out phonetically, must be learned by sight. The stock of written or printed words which a reader recognizes at a glance constitutes a sort of word bank. The larger the student's word bank, the more advanced reader he will become.

It is important to realize that teaching sight words alone is not productive. They must be in context, preferably practiced in sentences composed by the student (with the tutor's help, of course). In addition, sight words should not be overly focused on. Learning sight words is important, but it is only one small part of the overall reading/writing skills picture. **It is best to not drill your student on the sight word list, but to watch for them in the reading and writing you do together so that you can focus on them in context.**

All students will benefit from using a variety of approaches each session. For example, in trying to help your student learn a new word, do the following: You say the word, show your student the word, talk about the shape of the word, identify any existing word patterns in the word, note the root word and prefixes or suffixes if applicable, have your student say the word, have the student write the word in a sentence. It might also be helpful to map the word or draw a small picture of its meaning. Finally, using different colors to highlight different parts of the word which your student is having trouble remembering may be helpful. Here is a good approach to teaching a sight word which you have come across in your reading together.

1. Make a set of word cards on quartered 3 by 5 cards.

2. Explain that sight words are the words needed most often.

3. Hand your student the first ten word cards to be read aloud.

4. Classify them into Known, Doubtful, and Unknown.

5. As you lay five of the Doubtful cards in a row in front of the student, read them to him.

6. Teach one word at a time. Say the word as you point to it. Have the student say the word.

7. Use additional sight word techniques if necessary, visual, kinesthetic, tactile.

8. Proceed with the five Doubtful words. Then the Unknown words.

9. Shuffle these word cards with five known cards and have him read them.

10. Shuffle the newly learned word cards into his Known pile, reviewing the entire Known pile occasionally.

Twenty of the most frequent sight words, and therefore most important sight words follow.

a	do	my	was
am	got	of	we
and	have	on	were
are	I	the	with
did	is	to	you

SIGHT-WORD SENTENCES FOR FLASHCARDS
AND/OR DRILL AND/OR DIAGNOSIS

These sentences contain only words from the Dolch "Service List", each repeated several times.)

LET ME GO.
LET ME SEE.
LET ME SEE IT.
LET ME TAKE IT.

GO AWAY.
GO ON.
GO IN.

TAKE IT IN.
TAKE IT ON.
TAKE IT UP.
TAKE IT OVER.
TAKE A DRINK.
TAKE A RIDE.

TAKE A RUN.

HE RAN AWAY.
HE RAN AND RAN.
HE RAN ON AND ON.

SHE DID IT.
HE DID IT.
I DID IT.

DID HE SEE IT?
DID HE STOP?
DID HE GO?
DID HE TELL THEM?
DID HE SEE THEM?

SHALL WE GO?
SHALL WE TELL THEM?
SHALL WE LET THEM?
SHALL WE TAKE IT?
SHALL I WRITE IT?
SHALL WE WRITE IT?
DID WE SAY SIX?

DON'T GO.
DON'T RUN.
DON'T STOP.
DON'T ASK HIM.
DON'T TELL HER.

DON'T OPEN IT.
DON'T OPEN THAT CAN.
DON'T OPEN THIS CAN.

DID SHE SEE THE RED LIGHT?
DID SHE SEE THE GREEN LIGHT?
DID SHE SEE THE YELLOW LIGHT?

HE CAN GO.
HE CAN WRITE IT.
HE CAN WRITE IT IN HIS SLEEP.

WILL SHE GO?
WILL SHE LET THEM GO?
WILL SHE LET THEM TAKE IT?

BRING BOTH OF THEM.
BRING BOTH OF THEM HERE.
BRING THEM BOTH.
BRING BOTH THE BLACK ONE AND
THE WHITE ONE.

IT WAS AS BIG AS THIS.
IT WAS AS LONG AS THIS.
IT WAS AS HOT AS THIS.
IT WAS AS COLD AS THIS.
IT WAS SO COLD THEN.
HE WAS SO KIND.

Note: Many of the 'sight words' have little or no meaning outside a sentence. For instance, AS, SHALL, THE, A, SO, IT and other items, which don't stand for things or actions or qualities in the real world, are hard for non-literate people to perceive as words unless they are put into sentences. Notice, too, that such words are said less loudly and less clearly than the nouns, verbs, and adjectives -- another reason why they are hard to perceive and learn.)

DEVELOPING VOCABULARY

Vocabulary instruction is critical to improve reading and writing. Students need to practice using context as a means of understanding new words and must use words in their writing and speaking. Students enjoy vocabulary when not forced to memorize definitions that have not been discussed or that seem unrelated to their experiences.

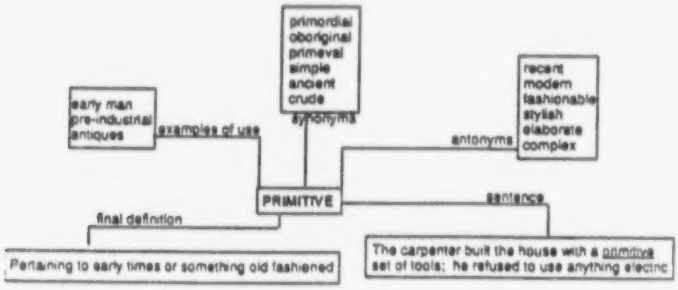
Suggestions for teaching vocabulary:

1. Present new vocabulary in context before student reads the new materials.
2. Explain new words in terms of structural analysis whenever possible. This way they will learn families of words, not just a few "big words."
3. Have a program of vocabulary development; don't rely upon incidental approaches to vocabulary growth.
4. Teach students how to consciously make use of context clues (CLOZE Technique, for example).
5. Make definite provisions for extending new words into speaking, writing, and thinking vocabularies.
6. Teach the connotative implications of words as well as the denotative definitions.
7. Have student make flash cards with he word on one side and the definition, context, and sentence on the other.
8. Teach subject matter vocabulary in the context of that subject.
9. Don't make your definitions more difficult than the words to be defined.
10. Separate vocabulary study from required spelling lists.
11. Use novel or different ways to approach definitions, such as vocabulary mapping. Follow-up activities may include:
    a. Using the words within writing exercises or stories.
    b. Fill-in-the-blank exercises.
    c. Matching: synonyms to words studied, synonyms to antonyms, definitions to words studied, etc.
    d. Teacher-made word searches.
    e. Teacher-made crossword puzzles.
    f. Vocabulary quizzes.

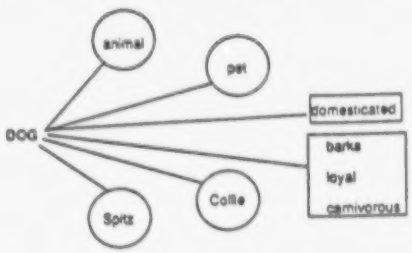
MAPPING

Mapping is an extremely useful method of learning a new word or concept or of analyzing a reading passage that is confusing. It is useful because it relates the new word or concept to what the student already knows. It builds on the student's own experiences and interests and requires interaction between the student and tutor.

When using mapping to learn a new word, take the word and look at it carefully in the context in which you found it. Brainstorm with your student and make up a list together of some of the contexts in which you might find this word. (For example, if the word is "surgery", your student might guess that hospitals might have this word on the wall, etc.) Then brainstorm together to come up with a list of words that the student thinks might have similar meaning. Next, brainstorm words that might have opposite meaning (antonyms). Then have your student compose a sentence using this word, and finish by having your student make up his own definition.



A less structured approach to word mapping which works well with nouns is the following: Just take a noun and brainstorm all the words which come to mind when that word is heard. The responses are written around the word. When the ideas stop flowing, each previous response is labeled as to its relationship with the vocabulary word.



(Modified from Teaching Reading Vocabulary by Dale Johnson and David Pearson.)

CLOZE TECHNIQUE

HOW TO BECOME A CITIZEN

The Constitution of the United States says all persons born or _____1 in the United States, and subject to the _____2 thereof, are citizens of the United States and of the State wherein they _____3. If a person is born in the United States and subject to its _____4 then he is a citizen. The Constitution says so. Most persons are citizens because they were born here.

Other persons, who were born outside of the United States, are citizens because they have been _____5. They have done what the law required them to do in order to become citizens. Millions of people who were born in _____6 countries and who came to make their homes in the United States have become _____7 citizens.

The laws which control _____8 are made by the Congress. The Constitution of the United States gives the Congress that _____9. The Congress passed the _____10 and Nationality Act of 1952. It says that a person can be _____11 only in the manner and subject to the conditions set out in that law.

The law does not let every _____12 become a citizen. It says, in general, that before an _____13 can _____14 for citizenship he must have _____15 the age of 18 years; must have lived in the United States for at least five years and have been physically present in this country for periods totaling at least half that time.

Answers:

1. naturalized
2. jurisdiction
3. reside
4. jurisdiction
5. naturalized
6. foreign
7. naturalized
8. naturalization
9. authority
10. Immigration
11. naturalized
12. alien
13. alien
14. petition
15. attained

Read passage aloud, pausing at blanks for the group to supply the word as they read along from their handouts. If the wrong word is guessed, give the first letter of the word as an additional clue. Usually, the group will guess correctly at this point, if not before. Note that the words guessed are usually synonyms for the actual missing word and do not alter the meaning of the passage. Note also that guessing the correct word requires, at most, the context and the initial consonant. Even if a student can only "sound" the first letter, he has an excellent clue. This is an example of how context clues and phonic clues are used together.

An optional activity with this passage is to ask participants to point out all the compound words, prefixes, etc.

Further Reading:

Boning, Richard A. Using the Context (levels Picture - L). (Specific Skill Series). Barnell Loft, Ltd., Baldwin, NY, 1982. (student workbooks)

Pope, Lillie, Guidelines to Teaching Remedial Reading (revised). Book-Lab, Inc., Brooklyn, NY, 1975. pp. 120-128. (word lists for structural analysis)

PREFIX AND SUFFIX WHEELS

re- call, ceive, cord, duce, mark, move, peat, serve, turn, form, mind, place, solve, store, tire, treat, volt, ward, cite, fresh, gain

re- vive, bound, claim, coil, count, cross, enter, fill, fine, fund, peat, join, load, name, open, paid, plant, print, read, sound, tail, take, trace,

in- close, clude, come, crease, deed, dent, door, form, hale, laid, most, sane, side, sight, spect, step, sult, tent, put, jury

con- cern, ceal, cert, clude, crete, duct, fess, fuse, gress, nect, sent, sist, stant, struct, sult, sume, tact, tain

com- tempt, tent, test, tinue, tract, trol, vict, vince, trary, quer, flict, firm, fine, dense, demn, fer, ceit

de- bate, cay, ceive, cide, clare, cline, crease, duct, face, feat, fend, fine, form, gree, lay, light, liver, mand

de- part, pend, port, press, scend, scribe, serve, sign, sire, tach, tail, tain, vote, vour, prive, grade, form

dis- able, agree, arm, band, card, charge, close, color, count, cover, cuss, ease, grace, gust, like, may, miss, mount, own

dis- patch, place, play, please, prove, pute, tinct, tress, trust, turb, claim, content, cord, honest, honor, loyal, order

com- press, pute, rade, ic, ma, mence, mend, mission, mon, munism, panion, plexion, pliment, pound, promise

un- able, aided, armed, born, bound, broken, burned, clean, clouded, common, cooked, cover, cut, did, dress, due, easy, even, fair, fasten, fit, fold

un- happy, harmed, hurt, just, lace, like, loose, lucky, pack, paid, real, rest, ripe, roll, safe, seen, sound, tamed, told, tried, true, wise

ex- act, ample, cept, cite, claim, clude, cuse, ercise, hale, haust, ile, ist, it, pand, pect, pel, pense, pert

ex- ecute, change, cess, cellent, ceed, amine, treme, tract, tra, tinct, tend, press, pose, port, plore, plode, plain, pire

en- able, act, camp, case, chant, close, crust, dear, dorse, dure, fold, force, gage, grave, gulf, joy, large, lighten

en- rage, rich, roll, slave, snare, tangle, tertain, tire, trance, trap, trust, vious, velope, try, treat, quire, liven, list

pre- cede, cinct, dict, fer, fix, paid, pare, scribe, sent, serve, tend, vail, vent, view, war, caution, historic, lude, side, sume, tence, vious

PREFIX AND SUFFIX WHEELS continued

pro- ceed, cess, claim, cure, duce, fess, file, found, gram, long, mote, noun, nounce, peller, portion, pose, tect, tein, test, vide, vision, voke

-s ask, call, help, jump, look, pick, play, pull, start, thank, walk, want, work, add, burn, color, cover, mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem

-ed ask, call, help, jump, look, pick, play, pull, start, thank, walk, want, work, add, burn, color, cover, mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem

-ing ask, call, help, jump, look, pick, play, pull, start, thank, walk, want, work, add, burn, color, cover, mark, want, fear, fill, farm, milk, need, plant, rain, rest, roll, sail, seem

-er fast, soon, clean, cold, full, kind, light, long, new, old, small, warm, dark, dear, deep, fair, few, fresh, great, hard, near, plain, poor, rich, soft, strong

-y arm, ever, fair, full, hand, might, milk, need, part, rain, rock, room, sleep, wind, wood

-ly bad, clear, close, cross, dear, deep, fair, free, fresh, glad, hard, high, just, late, love, most, near, open, part, plain, poor, soft, sweet, warm, week, year

-ness good, sick, weak, full, glad, sad, thick, ill, like, mad, still, sweet, black, plain, damp, hard, rich, dark, bright, new, short, high

-tion ac, atten, mo, sec, elec, ra, recep, attrac, auc, cau, collec, commo, connec, construc, conven, correc, frac, excep, descrip, destruc, dicta, diges, direc, dona, educa, protec, adop

-ance abund, allow, annoy, appear, assist, bal, dist, endur, fin, fragr, ignor, import, insur, nuis, ordin, perform, resist, alli, clear, mainten

-ful arm, aw, bash, care, wonder, cheer, color, cup, delight, faith, fear, fright, grace, grate, truth, hand, harm, hate, help, joy, pain, peace, play, power, rest, right, skill, spoon, law

-ment agree, amaze, amend, amuse, apart, appoint, assign, assort, better, compart, content, depart, employ, engage, enjoy, enlarge, enroll, excite, govern, treat, state, ship, settle, invest, judge, move, orna, pave

-ous danger, enorm, fam, gener, jeal, joy, marvel, monstr, mountain, murder, nerv, numer, peril, poison, monoton, continu, courte, glori, mysteri, previ, courage, curi, wondr

-ant abund, account, applic, conson, const, defend, descend, dist, emigr, expect, gall, ignor, immigr, import, inhabit, inst, merch, penn, pleas, serv, remn

-ent accid, comm, cont, conv, curr, depend, differ, discont, evid, excell, ext, resid, promin, incid, viol, innoc, intellig, magnific, repres, oppon, perman, presid, pres

PREFIX AND SUFFIX WHEELS continued

-able ador, agree, avail, cap, change, comfort, consider, desir, dur, suit, enjoy, fashion, favor, honor, remark, li, lik, lov, miser, mov, port, prefer, prob, profit

-al brut, capit, cardin, centr, coast, comic, vertic, continu, termin, dent, electric, feder, form, gener, liber, miner, music, nation, natur, ped, politic, post, refus, remov, renew, rent

-ive act, attract, capt, defens, destruct, effect, elect, expens, explos, fugit, impress, mass, locomot, mot, narrat, nat, negat, posit, primit, protect, relat, object, decorat, execut

TAKING YOUR STUDENT'S GLOBAL GOALS AND BREAKING THEM DOWN INTO ACHIEVABLE LESSON PLANS

As mentioned before, adults are goal-oriented and participate in learning experiences to help them cope with life-change events. Your student is not likely to hang in there for very long if he does not see that the work you are doing together is directly relevant to his life. He is also not likely to hang in there unless he can see progress in his skills. For these reasons it is very important that you plan for each lesson, basing your plans on what your student wants to accomplish.

Often, however, our students come to the program with lofty goals which will take a long time to achieve. You will need to break that goal down into achievable subgoals whose progress can be measured.

For example, if your student is reading at the first grade level but wants to learn to read well enough to pass the driver's test, you will need to organize the lessons so that he can see the long-range plan and the short term objectives. In the case of this student, you might set goals and objectives as follows:

I. In six months John will be able to recognize and define in his own words 75% of the vocabulary used in the driver's manual.

- A. Each week John will learn (be able to recognize and define in his own words) five new words from the driver's manual.
  1. John will select 5 words he wants to learn
  2. With my help John will write each of these words on a 3 * 5 card.
  3. Together we will read the passage where the word appears and try to guess at its definition.
  4. Together we will look up the definition in the dictionary.
  5. John will compose his own definition for that word and he will write it on the back of the corresponding card (with my help).
  6. We will review together each of these five words ten times each week.
  7. Each week we will review all the words we have learned before.
  8. Each week John will write out each of the new words ten times.

II. In six months, John will be able to explain to me 75% of the questions asked in the sample driver's test.
    A. Each week we will study one page of the driver's manual.
        1. Each week I will read the page we are studying to John, and then we will duet read it, paragraph by paragraph.
        2. I will ask John questions about each paragraph to help John apply himself to what the paragraph covers.
        3. Then John will ask me questions about what the paragraph covers.
        4. For each paragraph, we will discuss what types of questions the test might ask about the material presented.
        5. Each week I will have John answer four sample questions which I have made up, two of these will be written, two will be oral.

This set of goals and objectives would include a few more items, such as reading aloud to the student, reading just for fun, doing activities which help the student in spelling the words focused on (such as word patterning), etc. The idea is to lay out a variety of steps which you and your student will follow and which clearly lead somewhere. Be sure that your student has input in the process of setting up the goals and objectives. Each week then, you should take the lesson planning sheet found here on the next page (which is from Tutor on our shelves) and plan out the passage you will be working from and the other activities you will include. Things to remember in setting goals:

Diagnosis and planning:
1) What does the student already know?
2) How does the student learn best?
3) What interests your student?
4) What does he want to know?

Instruction:
1) Don't try to teach too much.
2) Always review previous materials.
3) Instruct on new objectives.
4) Reinforce activities for practice and variety
5) Discuss lesson (to assist in comprehending)
6) Include writing in each lesson

Practice:
1) Read for enjoyment.
2) Include outside work that your student can do in between sessions.

Evaluation:

1) Ask for student input.
2) Be open to suggestions
3) Review progress often.

If you spend time each week planning for the session and then recording how it went, your student's time and your time will have been much more efficiently spent then if you just show up and wing it. If you just wing it every week, you are both likely to get very discouraged very quickly.

Literacy Volunteers of America, Inc.

Lesson Plan

Student's Name _____

Tutor's Name _____

Date of Lesson _____ Time _____

	This Session	Next Session
LANGUAGE APPROACH (Attach to this sheet, including word cards.)	____	____
SIGHT WORDS _____	____	____
PHONICS (Consonants) _____	____	____
WORD PATTERNS _____	____	____
TEXTBOOK, Page ___	____	____
WRITING/SPELLING _____	____	____
READING FOR FUN (Name of Book/Article) Page ___ _____	____	____
STUDENT'S SUGGESTIONS _____	____	____
GAMES, PUZZLES _____	____	____
HOMEWORK ASSIGNMENT (Completed?) (New assignment) _____	____	____
COMMENTS (Tutor's Comments Immediately Following Lesson) _____	____	____

SPECIAL SUGGESTIONS FOR USING "READING FOR LIFE"

Dear Tutor,

If you have tutored before, you know how good it feels when you hear somebody say: "Now I can READ! A whole new world has just been opened to me!" It's thrilling to watch a student make progress toward that goal.

But you also know that a lesson can be tiring for the learner, if he or she is the only student. In our own school days, each one of us could rest our minds while others in the class were being called on. But in one0on-one tutoring, the student is constantly being asked to absorb information and practice new skills. So we need to watch for signs that show the student is getting tired and tense. When that happens, we can rest the student's mind in one of these ways:

--Close the book and chat with the student about some special interest (Sports? Children? Food? Jobs? Housing problems? Health?)

--Walk around the room, reading signs on the wall to the student while you both get a little exercise.

--Look together at pictures in a magazine or newspaper, and read the captions to the student

--Go back to a much earlier lesson in the book, and you read from one of the "boxes" on that page. Then have the student copy the words, for practice in printing.

After such a five-minute change of pace, your student will be ready to move ahead in the lesson. Don't worry if he or she can't "sound out" all the words in the boxes right away. If that seems hard, YOU read the words and let the student say them after you, two or three times, while you point to each word. Then have the student point to the word YOU say, or point to the word that answers a question you ask. Always praise whatever the student does to show understanding of what is on the page. Our aim is to get people to the stage where they can make sense of what they see in print (whether or not they can read it aloud with ease.

I'm sure you'll enjoy working with your student. Please keep me posted on progress?

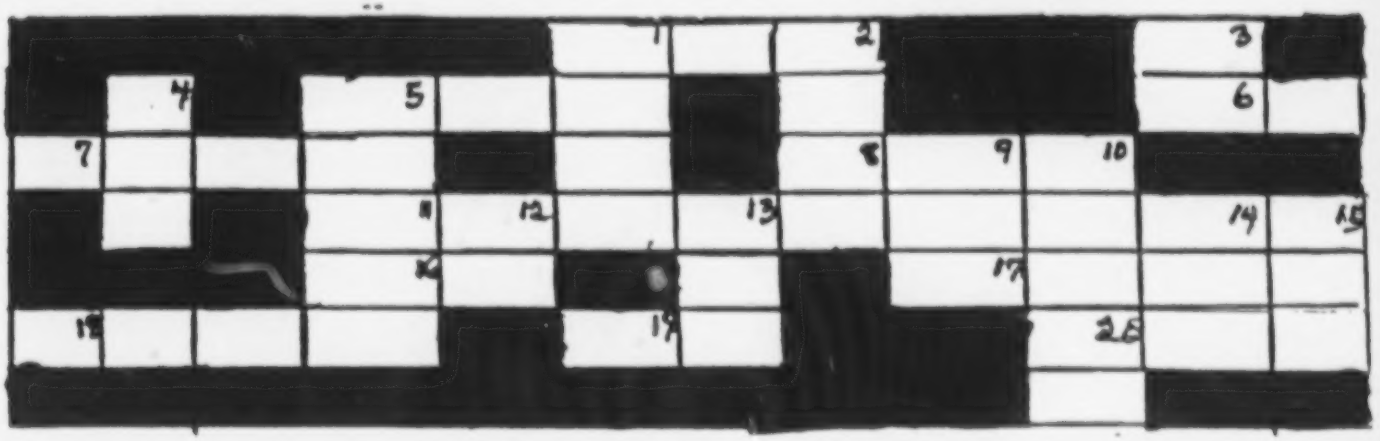
Sincerely,

Virginia French Allen

P.S. Before using the book with your student, browse around in it yourself. Read the preface and the WORKING NOTES FOR THE TUTOR. Read Lesson I. Then look at later parts of the book (such as pages 171, 193, 214, 234) -- to see where the lessons are headed. Don't send the book home with the student; it could get lost or mislaid. Also, you'll need it, to look ahead at the next lesson. If you are using a copy that will be used again with other students, remember not to write in it; use a pad for notes and practice exercises.

CROSSWORD PUZZLES

A Crossword Puzzle for "Short Vowels" and "Game Sounds"



Across

1. A short name for Samuel is _ _ _.
5. A chair is something to _ _ _ on.
6. The opposite of off is _ _.
7. Cows produce this, and people drink it.
8. Some day that dog will _ _ _ the mailman on the leg.
11. People carry these on rainy days.
16. Two letters that stand for New York are _ _.
17. Some women decorate their dresses and slips with _ _ _ _.
18. The opposite of front is _ _ _ _.
19. A short name for Edward is _ _.
20. A short name for Texas is _ _ _.

Down

1. After they tear off part of your ticket, they give you the _ _ _ _.
2. They get gold, silver and coal from a _ _ _ _.
3. The green light means we can _ _.
4. Mice are little, but elephants are _ _ _.
5. An animal that makes a bad smell for self-protection is the _ _ _ _ _.
9. A word that means sick is _ _ _.
10. A round flat dish is called a _ _ _ _ _.
12. Things that belong to me are _ _ things.
13. The color of blood is _ _ _.
14. The highest card in some card games is the _ _ _.
15. The difference between men and women is a difference in _ _ _.

LEARNING TO READ PROGRAM
Boulder Public Library

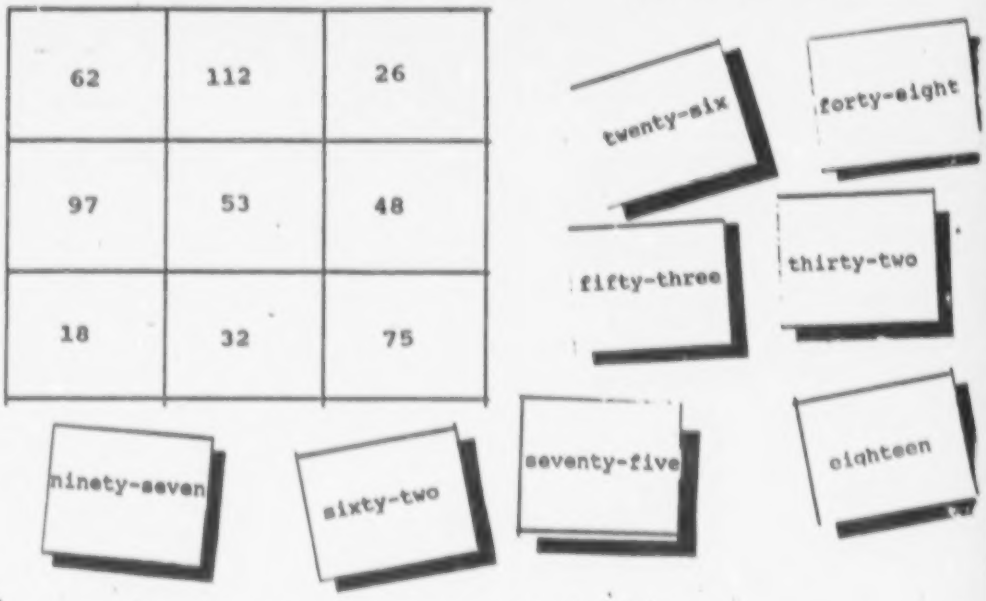
BEST COPY AVAILABLE

TUTOR TIPS

Want a fun way to review skills with your student? The Lotto Game may be just the ticket! It's a game of chance played much like Bingo. The object of the game is to cover spaces on a game board with corresponding game cards. By making several game boards like the example below, the tutor can adapt the game to support the skills being taught. Lotto is played like BINGO and can be used to review a whole range of skills -- vocabulary, number words, vowel sounds, etc. Several tutors are already using the Lotto Game with great success. See below for directions to make your own Lotto Game. Good Luck!

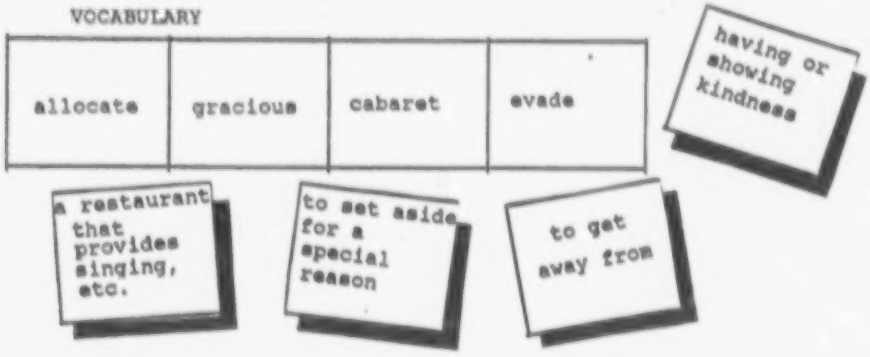
-Becky Nelsen-

Use an 8" X 11" piece of tagboard, construction paper or typing paper to make your game board and game cards. The idea is to match each game card to its corresponding square on the game board. You can use the lotto to match written words with their pictures, match short vowel sounds with their pictures, character written numbers with spelled-out numbers, vocabulary words with their definitions, etc.

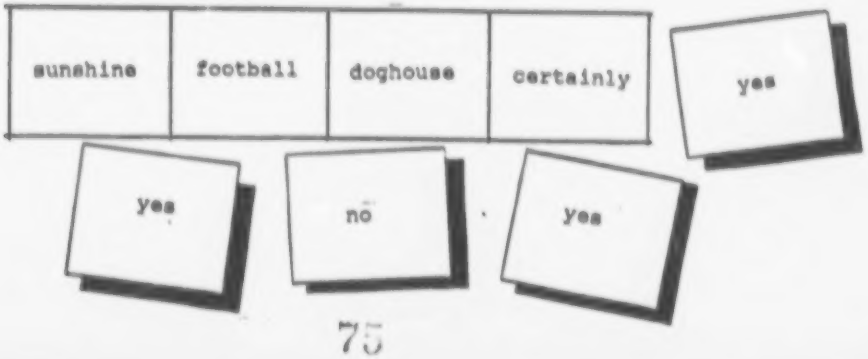


OTHER POSSIBLE GAME BOARD THEMES AND SAMPLE GAME CARDS:

VOCABULARY



RECOGNIZING COMPOUND WORDS



EVALUATION OF LEARNING TO READ PROGRAM TUTOR TRAINING

We would like our trainings to be as interesting and informative as possible and therefore would appreciate feedback about this training. Please take a moment and fill out this form. Thank you!

Date of this training: Feb./March, 1989

	Poor	Fair	Good	Excellent
1)How would you rate the training overall?	____	____	____	____
2)How well did Diana hold your attention?	____	____	____	____
3)How well did Virginia hold your attention?	____	____	____	____
4)Please rate how valuable you found each segment to be:				
Introduction and Warm-up	____	____	____	____
"Testimonies" Videotape	____	____	____	____
Follow-up discussion	____	____	____	____
Literacy problem, locally & nationally	____	____	____	____
Discussion of Tutor Job Description	____	____	____	____
What is at the core of helping someone	____	____	____	____
Discussion of what reading is	____	____	____	____
Developing critical thinking skills	____	____	____	____
Virginia's comments on teaching spelling	____	____	____	____
Language Experience Approach	____	____	____	____
Intro. to other materials & approaches	____	____	____	____
Orientation tour	____	____	____	____
Tutors & students share their experiences	____	____	____	____

4)Did we include too much or too little? (circle one)
5)How did you feel about the content?

6)Was the length of the program too long, too short, or about right? (circle one)

7)What did you like about the training?

8)What didn't you like?

9)Do you feel confident enough now to work with a student?

10)What suggestions would you like to make?

LEARNING TO READ PROGRAM

Tutor _____ Month _____

Student _____ Meeting Time and Place _____

Number of hours spent preparing _____ Number of hours spent tutoring _____

PLEASE CHECK THE MOST APPROPRIATE STATEMENTS:

attendance	Always shows up	Never absent without cause	Seldom absent	Needs improvement	Other
punctutality	Never late	Sometimes late	Frequently late	Leaves early	Other
motivation	Interested	Unaware of problems	Appears apathetic	Disinterested	Other
progress	Rapid Progress	Good progress	Some progress	Limited understanding/ retention	Other

BRIEF SUMMARY OF WHAT YOU DID EACH SESSION:

ANY OTHER COMMENTS YOU WOULD LIKE TO MAKE?

WOULD YOU LIKE SOMEBODY TO CALL YOU? IF YES, CIRCLE ONE: DIANA, HOLLY, VIRGINIA, OR BESS

This is what we have learned from our students, specifically about how they feel about reading before they come to try one more time to learn to read:

o MANY OF OUR STUDENTS SEE READING AS A NECESSARY EVIL

o SOME OF OUR STUDENTS CANNOT UNDERSTAND HOW PEOPLE GET INFORMATION FROM WHAT THEY READ. (These are people who can read sight words and can decode new words, but they don't comprehend what they read.) Often this is because they never learned to appy their own life experience to what they read; many of these students have never been encouraged to evaluate for themselves whether they agree or disagree with the author.

0 SOME OF OUR STUDENTS THINK THAT ANYTHING IN PRINT IS TRUE. These students have also had very little experience with evaluating for themselves whether or not they agree with an author.

o SOME OF OUR STUDENTS THINK THAT THE PURPOSE OF READING IS ALWAYS TO GET INFORMATION. These are probably students who are accustomed to reading material that was relevant to someone else but not particularly relevant to them. These students do not know that reading can change your feelings, inspire you, make you happy, change your perceptions about life, let you try on a new role, escape from life.

o MANY OF OUR STUDENTS **HATE** TO WRITE.
This may be because they were not rewarded for expressing themselves in whatever written mode they could, instead they may have been criticized for "not doing it right" because they had spelling or grammatical errors.

o MANY OF OUR STUDENTS FIND THAT THEY CAN ANSWER TRUE/FALSE OR MULTIPLE CHOICE QUESTIONS ABOUT A PASSAGE BUT CANNOT WRITE AN ESSAY OR FORMULATE A SENTENCE ABOUT IT. This may be because many students are accustomed to getting literal level questions about text in school but were never asked to apply themselves and form an opinion. Sometimes when they were asked for their opinion, they knew that their opinion had better be the same as the teacher's. Sometimes students learn how to interpret what the teacher would think of a passage rather than what they would think of one.

o MANY OF OUR STUDENTS CANNOT "READ BETWEEN THE LINES" OR DO NOT UNDERSTAND WHEN A PASSAGE REFERENCES A NURSERY RHYME (SUCH AS IN "THE CINDERELLA COMPLEX"). This is probably because they have not been encouraged to tie what they read with what they already know--to place a reading passage into a context (a schema).

SUPPLEMENTAL HAND-OUTS FOR TUTOR TRAINING

o SOME OF OUR STUDENTS CAN READ FAIRLY WELL BECAUSE THEY HAVE A LARGE SIGHT WORD VOCABULARY, BUT THEY CAN'T FIGURE OUT NEW WORDS THEY'VE NEVER SEEN BEFORE AND THEY SPELL MISERABLY. They often have limited vocabularies. Theses students need to be encouraged to write to express themselves (so what they write about needs to be relevant to them and needs to be interesting to them). As they learn that they can express themselves they become more attuned to words, word patterns, etc. and their spelling and decoding slowly improve, and their vocab. will develop. These students' reading will improve because they will be more interested in the author's style, choice of words, etc.

WHAT WE DO TO TRY TO AVOID THE ABOVE PITFALLS:

1) have student pick personally relevant material to read about and to write about.

2) encourage students to write, write, write and we don't bother them with spelling and grammar. We do help them learn to spell words they use often and want to learn.

3) use the language experience approach

4) use reciporcal questioning, directed reading activity, mapping, 3 levels of questioning to encourage student to organize material in his own way, and to help him learn to value his own reaction to what he reads.

5) encourage tutors and students to develop a relationship which encourages exchange of knowledge.

NOTES ON THE PROCESS OF WRITING:

Students learn to write by writing.
Teachers write **with** their students.

People tend to think that there are 2 steps to writing:
1) think before you write
2) write the finished product

In fact, good writers do the following:
1) prewriting (gathering material, generating ideas, brainstorming related vocabulary, mapping, freewriting (which is writing nonstop for ten or so minutes about whatever comes into your mind), journaling, reporting (asking who, what, when, where, why), fantasizing, discussing, questioning, using visual stimuli (such as pictures), investigating (such as by reading an article on the subject). For the most basic students prewriting activities can be things like the language experience approach. Or you can have your student copy other stories or ideas, and use that vocabulary to come up with their own. You can have them do sentencing where you start a sentence and they finish it, such as, "I've always wanted..." You can have a beginning student expand on sentences to enrich them: "Bears eat apples." can be rewritten to read "Big brown furry bears eat apples in the forest." You can have your student dictate into a recorder and write from that. Especially when working with a beginning student it helps enormously to have good inital questions to begin with. Other warm up exercises that you can do include: tutor and student look at the picture together (or read an article together) and discuss it. The student can write in a journal about what you discussed, this acts as a planning tool and puts student more at ease.
2) Drafting (organizing, classifying, writing, shaping ideas, etc.) Notice that editing is not included here!
3) Revision
    a) rewriting to clarify meaning
    b) proofreading (for spelling, grammatical errors)

In the revision stage it is best to read what you have written to someone else, you often catch errors and confusing passages on your own, and gives someone the chance to give you feedback.
4) Sharing or publishing (at this point your student can share his writing with other tutor's and students, or post it in the tutor meeting spaces--someday we'd like to start a student newsletter or booklet)

Poor writers often think that good writers are very neat and find writing easy, in fact, good writers often have messy crumpled papers everywhere.

The writing as a process model says that writing is a skill; it must be developed and practiced and can be taught as a multiple step process. Deemphasize grammar and spelling, explore the student's own voice, help him to develop what is going on in life, help him play with life. The purpose of writing is communication.

HOW TO RESPOND TO A STUDENT'S WRITING:

First--make sure that he reads it to you (This will help him to read it as a reader, and will help him to catch some of his own errors)

1) talk about how it made you feel
2) what did it make you think of, how did it relate to your own life?
3) ask the student questions about why he wrote it, did he experience this, ask him to elaborate on the story

Tutors must give good, specific, positive feedback. If you're too critical you'll reduce the composition to trivial details rather than constructive communication.

4) to help you decide what to work on in the next few lessons you can critique to yourself the spelling, punctuation, grammar, etc. You might find that you should work on endings, 'wh' words, capitalization, periods, etc. Then you can compose for the next lesson activities which will involve the skills you want to work on. For example, you might develop a list of sentences you will dictate for to your student for him to write. If he misspelled the word, 'because' in his written passage, you can include that in one of the sentences you dictate for him to write. If he had trouble with leaving off 'ed' endings, you might compose a few fill in the blank sentences which will focus on past tense words. (For example, "He walked in and then _____ the door.") From these exercises you can help your student see which skills you might want to focus on together, but in a stifling manner than it would be if you crossed out misspelled words in his writing passages.

Your student will learn to become more of an independent reader and writer if he learns to proofread his own writing. Here are some steps you can follow which will help him develop the proofreading skill.

As you identify together from the exercises mentioned above which words or concepts your student needs to improve, you can have him set up a spelling words sheet with two columns, one for misspelled words, one for the correct spelling. You can the correctly spelled word above the misspelled word on the exercises, and then have

him copy it onto his spelling words sheet.

2) You can then analyse together the words he is having difficulty with. Are they always past tense? Do they often have the short vowel sound? This helps your student become aware of his misspellings.

3) Your student should write the misspelled word 5-10 times to practice it. He should say it, print it, look at it, and hear it.

4) You can do enriching exercises here such as word patterning, NLP, etc.

5) After your student becomes more confident and more comfortable you can underline the misspelled words but ask your student to look up the correct spelling.

6) Eventually, you can put a green dot or something in the margin of the sentence that has a spelling, grammatical, or punctuation error in it and leave it up to your student to find the problem. This will help him to become an independent proofreader.

(As children learn to write thru the whole language approach they are allowed to use "inventive spelling". The point is to let them use trial and error and successive approximation to get it right.)

Children learning to write and spell usually go through 4 stages:

1) precommunicative-- a jumble of letters and symbols:
    TubTnnoDmtd
2) semi-phonetic--one-, two-, or three-letter spellings which show some sound-letter correspondence e.g.,
    wnt--went
    dg--dog
    B--beach
3) phonetic-- characterised by almost perfect match between sounds and letters, e.g.,
    becos--because
    wot--what
    sed--said
4) transitional-- major move toward standard spelling with less reliance on sounds and greater reliance on visual aspects of print
    huose--house

HERE INSERT THE PAGE ON THE STEPS FOR NEUROLINGUISTIC SPELLING PROCEDURE

STRATEGIES FOR PROMOTING CRITICAL THINKING SKILLS
IN READING

Three Levels of Questioning: There are at least three distinct types of questions that can be asked about a passage: literal, inferential, and critical.

Literal level questions are the easiest to compose and to answer because they just require that one rephrase a sentence from the reading passage into a question and then rephrase the question back into a sentence. For example: "What year did the fire take place?" "What city was destroyed by the fire?" There is usually a <u>right</u> answer to a literal question and therefore there are also wrong answers.

Inferential questions require that the reader draw different parts of a passage together and apply his own opinion to those parts to draw a conclusion. For example, in a passage about Wilbur and Orville Wright, you might ask your reader if people who knew them might have guessed that they would someday build something that would fly. The reader would have to draw together various bits of information about the other people in the story, the antics of the Wright brothers as children, their own knowledge of behavior, and form a conclusion.

The critical level question is one which draws on information in the passage, but which is not answered by the passage. For example, after you have read with your student about the Civil War, you might ask him, "What do you think would have happened if the South had won the war?".

By asking questions which require that the reader integrate material from different parts of a passage and from his own life experience, you are helping him learn how to think and how to be an independent learner.

The Directed Reading Activity: In this activity the resource person (parent, tutor, or teacher) asks the reader questions to help him make some predictions about what he is going to read. The purpose is to get the reader thinking about what he is going to read; this helps him develop a knowledge base to which he can attach information. Before he even begins to read the reader is already thinking and evaluating and applying the passage to his own experience. He is already interacting with the author.

The resource person might ask the following questions: "Now that we have read the title of this book and looked at the pictures on the first few pages, what do you think this book is about?" (There is, of course, no right or wrong answer to this question.) The student may say, "I think it is about a boy and an owl who become friends", or, "I think it is about a boy who is afraid of owls." The student who is using critical thinking skills will draw on the title, the pictures, and his own experiences to predict what the book is about. He will then go on to confirm or modify his own prediction and in either case his reading experience will be enriched by his own involvement.

Another line of questions can be pursued after the

passage. You might ask the reader, "Now that we have read the book, why do you think the character chose to do what he did?" Or you might ask the reader if he would end the story the same way, and if not, why not? By asking questions such as these you are encouraging your reader to become an active (rather than passive) reader, and you are helping him to develop skills for tackling any type of reading passage.

In directed reading the student reviews titles, the table of contents, captions, pictures, graphs, headings, and even paragraph order to develop some predictions about how the author approached the subject and why. This is particularly useful because it helps the student learn good analysis skills and develop confidence in his own view of things. It also helps him to organize what he is learning into a pattern that makes sense to the him. These are thinking and problem-solving skills which are necessary in independent learning.

Reciprocal Questioning: Reciprocal questioning requires that the reader ask the resource person or other readers questions about the passage. The types of questions asked should be critical level or inferential level questions like those of the directed reading activity. A reader who has learned to do the directed reading activity can now begin to internalize the role of questioner, making him even more independent in his approach to new material.

Mapping: Mapping is an activity which assists the reader in developing his own method of organizing information. This gives the reader a way to integrate new information and experiences into his current view of the world. New information is then formatted so that it supports theories the student already believed, or challenges them. To map a concept, idea, reading passage, or word, the reader begins with a central theme and works outward; in effect he is drawing a map of how the idea fits with his own theories.

Sophisticated readers already do some of these types of activities when confronted with new and difficult material. We ask ourselves questions and then try to answer them. We look at global characteristics of a book such as how the chapters are organized, what the headings tell us about the information to be covered, and perhaps we look at how in-depth different topics are to determine which ones the author thinks are most important. Then we make predictions about the passage and read to confirm or modify our predictions. Teaching a person to read this way teaches him how to be an independent learner who has confidence in his own ability to evaluate information.

APPENDIX C

"Learning to Read Program Newsletters"

Learning to Read Program
Boulder Public Library
1000 Canyon Blvd.
P.O. Drawer H
Boulder, CO 80306

(303) 444-5599

Learning to Read

Opening up new worlds

A project of the Boulder Public Library

Newsletter Fall 1989

Campaign for Literacy Coming Up

This year, the Learning to Read Program's Campaign for Literacy is scheduled for September 8-10. As in previous years, our volunteers will be out distributing fliers door-to-door in target areas throughout Boulder, Louisville, and Lafayette. This is an extremely effective method for reaching potential students who could benefit from our services and for spreading the word about our program.

Once again, we're counting on our volunteers to make this campaign a success. Last year, over 100 walkers distributed 8,000 fliers. As a result, many new students enrolled in the program and we received a lot of good publicity. We're hoping for even greater results this year.

This year's Campaign will differ slightly in one respect: fundraising! In the past, this has been both a successful student recruitment event and a community awareness-raising event. This year, it will be a fundraising event as well. The Campaign for Literacy will be similar to a "walk-a-thon" in that our walkers will be recruiting sponsors who will pledge a certain amount for every route they walk. For instance, if a sponsor agrees to donate $2.00 per route completed and that volunteer walks 3 routes, the sponsor will donate $6.00 to the program. We hope each walker will be able to raise approximately $20.00 this way.

Another advantage to this change is that our volunteers will be spreading the word about the program in the process of recruiting donors. Walkers will be discussing the program with their friends, relatives, and co-workers, thereby explaining the services we provide and the importance of our work for literacy.

We hope that all of our dedicated volunteers will get involved in the Campaign. If you haven't already done so, please call the office and let us know what you can do to help out. Your student might like to get involved as well! Last year, many of our tutor/student pairs walked together and greatly enjoyed the experience.

Join in! Be a walker! Be a sponsor! Be there! Call Holly at 444-5599 to get involved!

LTRP Seeks Funding from City of Boulder

Students, tutors, and Advisory Board members appeared before the Boulder City Council at its public hearing on August 22. They enthusiastically declared the Learning to Read Program a success and asked the City Council to support the program by partially funding it.

Seven students spoke on behalf of the program, offering personal descriptions of what the program has done for them. Three tutors shared the joy of tutoring and talked about how LTRP staff are crucial to the tutors' efforts. The tutors and students spoke about the quality of the LTRP staff and the importance of the program to the Boulder community. Twelve more students, tutors, Board members sat in the audience to show support.

The Learning to Read Program came before the Boulder City Council to be considered as a program to be added to the City of Boulder budget on January 1, 1990.

In its first two and a half years of operation the Learning to Read Program has been funded primarily through federal grants through the Library Services and Construction Act (LSCA) program. These grants are intended for new projects only. The Learning to Read Program is no longer eligible because it is no longer considered a new project. Our current LSCA grant terminates on October 1, 1989 and the Learning to Read Program will be virtually out of funds at that time, although we have applied for interim funds (which will get us through December) from the City and from United Way.

While the Learning to Read Program is considered a "Project of the Boulder Public Library", it receives in-kind support, but no funds, from the City and Library at this time. This in-kind support consists of space for our office and tutor meetings, a phone line, coverage of many copying and postage costs, and support from library staff.

The Learning to Read Program is seeking to become partially funded by the City by asking the Council to make the position of the Program Coordinator a Library position (and therefore a City of Boulder employee) beginning January 1, 1990. Other aspects of the Learning to Read Program's budget, such as the Program Assistant's position, purchase of books and training materials, and the publication of this newsletter, would still be supported primarily by grants. For these funds the LTRP plans to approach foundations, corporations, individuals, and other public entities such as the Louisville and Lafayette City Councils and the Boulder County Commissioners.

The City Council will take its final vote to decide whether to include the LTRP in its budget on October 3. If you would like to come show support, the meeting will be held in the City Council chambers at 1777 Broadway, at 7:00 p.m.

Please see the enclosed copy of an article which appeared in the Daily Camera on August 23.

Our Featured Student - Harlan Davis

Harlan Davis grew up in Salina, Kansas and found life pretty smooth-flowing until lack of adequate reading skills hampered him in the 6th grade. In 5th grade, he was aware that he wasn't keeping up with the class, but by the 7th, 8th and 9th grades, Harlan was invited to work in the office of the school doing any chores as he could do and was asked to do. Apparently the teachers passed him on from one grade to the next because of the work he was doing in the office. He didn't feel good about being passed on to the next grade and left school in the 9th grade. He enlisted in the military next and later took the GED twice but was not successful in passing.

A national TV spot on illiteracy and an article in the Denver Post caught Harlan's attention. Alcoholism entered the picture after he was married and had two daughters. Trouble at work ended in his being fired because he couldn't defend himself. "They were using words I didn't understand." Now a recovering alcoholic and starting a new lease on life, Harlan met with Virginia Allen for testing. "I was assigned a " 'Saint' - St. Linda Anderson, for my tutor", he says.

Together Linda and Harlan have conquered newspapers, magazines and a few novels. "I found *Treasure Island* under my Christmas tree," says Harlan. *Riding High Country* by Patrick Tucker is another favorite. "I've been halfway around the world, have put two girls through college, have a comfortable home and have a delightful wife. My wife is a 2nd grade school teacher who has been "my living dictionary" all of these years. How do you spell _____? Is it there or their?"

"Having been involved in baking, auto sales, bread delivery, 23 years with Safeway, and now with Storage Tek, I feel like my rocket has been launched in learning to read. I have conned my way through life mostly by finding someone who could read an article, if I couldn't read it myself." Retaining details, characters, story frame is still difficult for Harlan.

"At the LTRP picnic, I couldn't tell the tutors from the students," smiles Harlan. I thought the picnic was GREAT! I especially enjoyed the student speakers! Knowing I'm not the only one - AND that the LTRP is available. I could never put an idea together on paper. Written assignments in the LTRP have been a great help. I'm more involved in things because of reading - government is a complicated operation - I wasn't aware. Voting, driving, happenings in my town of Broomfield - all have come alive for me because I can now read. I think that with Linda's help, I have had a steady, gradual climb! Thanks, LTRP."

- Pete Bukowich

Our Featured Tutor - Ruth Rettich

It is going to be difficult to find Ruth Rettich in this article, for every question posed to her was answered with enthusiasm about her student, Marissa Bustamante. Ruth is one of those individuals who has dedicated her life to others. Now a retired school teacher from Michigan, she has moved to Boulder to join a sister who found our area very conducive to a happy, full life. She came across a flier of the LTRP at the Boulder Public Library. She took the training in March 1989 and jumped at the chance of working with an adult, since all her previous teaching had been in the elementary school. Working with Marissa, a 37-year-old charmer from the Philippines, Ruth notes that Marissa married a GI when she was 24 years old and spoke very little English. Her native language was Tagalog - the language of the Philippines. The motivating force fro Marissa now is to help her three children in school.

Starting out at two hours once a week, it soon became apparent to Marissa that she needed to go faster. Now Ruth and student meet twice a week for one and a half hours at the Lafayette Library. Marissa is very excited, demonstrative, and animated. Printing is Marissa's current mode of written communication, and there is much difficulty. Ruth now asks Marissa what she has done during the week, if any exciting thing has happened, or the like. Ruth then commits Marissa's "story" to writing which she types up in manuscript form. Marissa then has an opportunity to see her words in typed form. She then prints them as her writing exercise.

Ruth has found the LTRP's computerized crossword puzzles especially helpful in tutoring. She gives Bess Walck, the LTRP's Vista Volunteer, a list of words. Bess then uses the computer to make a crossword puzzle and returns it to Ruth for the next lesson. As Marissa adds new words to her vocabulary, Ruth enters them on Marissa's vocabulary disk for use in future drills.

Ruth has had great fun with Marissa in introducing her to a variety of indexes such as the TV Guide, alpha and numeric indexes, and a good deal of work with the dictionary. She likes the Reader's Digest because the articles are short.

Ruth recommends meeting with the student twice a week if at all possible, even though her experience has been short in the LTRP. She and Marissa have accomplished so much more, the continuity has been greater, and the motivation sustains in meeting every three to four days.

Ruth exults in the fact that she no longer has shoes to tie, coats to put on, or keeping kids from pulling each other's hair - BUT has the undivided attention of one adult student. "I LOVE BOULDER! The biggest difference I find is the fear of people being able to talk to one another. Boulder people somehow find more time to care - to help - unlike Detroit. The first time out to Boulder, I rented one of those Toyotas that require that you push a button on the steering shaft before you can get the key out. I asked a merchant nearby if he knew how to get the key out. He responded, "Yes, I know how to get the key out," as he ambled back into his place of business. He came back after a bit to show me where to push the button, and I sheepishly thanked him for his invaluable help. Young and old - all are active in Boulder."

See the Milestones column for a sample of the work Marissa and Ruth are doing together.

- Pete Bukowich

LTRP Office Has Moved!

After much advance notice, the LTRP office has finally made its move to roomier quarters. The new address is 1015 Arapahoe, Unit I, just two buildings east of the former office, but the entrance is on the east side of the building. The phone number of 444-5599 remains the same.

Diana suggests that tutors and students who have previously met at the LTRP office at night may want to make other arrangements as the new location is more isolated and poorly lit at night. You can get other ideas for meeting places by calling the office.

The office and tutor space will be unlocked most weekdays from 9:00 a.m. to 4:00 p.m. If you should ever find it locked, however, you may borrow our key from the children's desk at the main Library. Be sure to lock up when you're finished and to return the key.

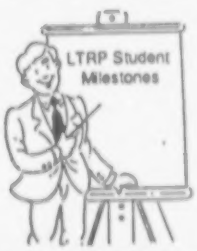
State in Need of Student Data

The Learning to Read Program is asking for input from tutors on milestones their students are achieving. The information is for the Colorado Department of Education which needs to know who we are serving and how we are helping them. They are compiling a statewide report for the federal government. Names of students will not be reported, only numbers.

The Department of Education is especially interested in milestones students achieve while they're actually in the program (not just those they achieve at the end). Possible milestones to keep track of include: a new job or promotion, getting a driver's license, getting off Public Assistance, receiving U.S. citizenship, being able to start attending another educational program, registering to vote for the first time, keeping a job the student had been afraid of losing, or any other milestone or goal. The milestone can be something unplanned or something the student always wanted to achieve, but it should be something that was accomplished as a direct result of work done in our program.

Tutors should notify Diana or Holly when a student passes a milestone. Please bear in mind that achievements such as completing a crossword puzzle without help, or being able to read aloud to a child, are every bit as important as reaching a particular educational grade level. In fact, the achievement of these personal goals is really what the Learning to Read Program is intended for. If we can document these accomplishments for the Colorado Department of Education, future funding to continue our efforts may be the happy result. Thanks for your help.

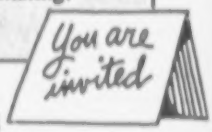
Crossword Puzzle words:
American, consideration, forgives, God, happiness, hope, husband, moved, opportunity, perhaps, return, sincerely, suggestion, trade, wishes



Upcoming Inservices

On Tuesday, September 19 at the Carnegie Branch Library, 1125 Pine St. from 6-8 p.m., Diana Sherry will talk about the fantastic book "Understanding Reading" by Frank Smith. Smith is a well-respected author on teaching reading who has studied in Australia where literacy levels are much higher than in the United States. Please come and be prepared to have a lively discussion.

Jean Anderson, an Area Resource Teacher for the Department of Education will conduct an interesting talk on identifying the characteristics of your student which affect retention and other interesting aspects of student support. This inservice presentation will be on Wednesday, November 15 from 6 to 8:45 p.m. at a location to be announced in a later mailing.



Second Annual Student/Tutor Picnic Big Success

The second annual Learning to Read Program's student/tutor picnic was held on Sunday, July 23rd, in North Boulder Park. It was a beautiful day with a great turnout. In addition to all of the students, tutors, Advisory Board members, family and friends, there was an enormous assortment of delicious food. The purpose of the picnic (other than to enjoy the sunshine and great food) was, of course, to get the students together to share their thoughts, hopes and feelings about the program. People were bubbling over with enthusiasm about the results of the picnic. Here are just a few of their comments:

"I felt good about the picnic. Getting up to speak didn't bother me after the first two people spoke. Then I wanted to talk. I would like to be able to get together with other students more; it would be helpful. I didn't know there were so many other people in the same boat as me. It would be a tribute to the community if we can get enough money to keep the program going." [Albert Malloy - student]

"I found that the speeches given by the students was a very moving experience. Their sincerity was amazing. Some of the students that spoke had never spoken in front of more than two or three people before. Everybody there seemed genuinely interested - both the students and the tutors. It was a demonstration of everybody's dedication." [Pam Clifton - tutor]

"It was the first time I ever attended anything like that. Getting the students together was much more powerful than I could ever have imagined. By speaking and listening to the rest of the students speak it totally changed my mind about getting together with other students. It was great." [David Harris - student]

"I was impressed that it was impossible to distinguish which were students and which were tutors. The highlight was hearing from the students on their backgrounds and feelings about the program. It was also fine that Francis Shoemaker expressed the appreciation of the Library commissioners. It was 100% a success." [Virginia Allen - tutor, new student interviewer, trainer]

"I didn't realize there were that many people in the program. It's nice to know that so many people would care to improve themselves or make an effort. It would be nice to be able to get together more often with other students in the program. The picnic was a good opportunity to hear the other students speak." [Chris Kinser - student]

"I was glad that jail inmates were also able to participate in the picnic when Annie Curry read her jail student's article for the group. The best thing about the picnic was the variety of students that had something to say. The students need some form of contact to let them know that they're not alone. For some of the students it's like coming out of the closet, and they need not be ashamed." [JoAnn Maule - tutor]

"It was an excellent idea to have everybody get together - students and tutors are all people with goals. One was teaching and one was willing to learn. For me it was especially rewarding to see the money that I donated to the LTRP used for pocket dictionaries which the students received at the picnic. I got a kick out of that." [Rick Seeley - student]

A special thanks goes to the *Daily Camera* for donating a one-year subscription to Mark Reed, our student who had invested the most hours over the past year. And of course our congratulations to Mark.

If you weren't able to attend the picnic remember to pick up your certificate and dictionary from Diana, Holly or Bess. Also, some people left silverware behind - please come claim it! Thanks again to everyone for making this picnic such a success!

-Christie McElhinney

This newsletter is published by the Learning to Read Program on a quarterly basis.
LEARNING TO READ PROGRAM Coordinator, Diana Sherry

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Student Booklet

Today the Learning to Read Program . . . tomorrow the Pulitzer Prize.

That's where the Learning to Read students are headed as they see their creative efforts put into print, most for the first time, in the new Learning to Read Creative Collection.

This new booklet, due out in mid fall, will be a collection of students' creative writing and it will be distributed to all tutors and students in our program. We have asked students to submit poetry, songs, jokes, recipes, stories, anything that they have written while in the program. The important thing about the writing samples is not that they are written perfectly or that they are poetic; the key is that the sample shares the thoughts and feelings of the student, or shows a little bit about something the student likes, dislikes or has thought about.

According to Mary Willoughby of the Colorado Department of Education, the Boulder Learning to Read Program is the first program in the state to put a book of this type together. "I think it's a wonderful idea that everyone can learn from and enjoy," she commented.

At the annual picnic we all got so much out of learning about what others in the program are thinking about and concerned with; we hope that through our writing we can continue to share. As our students improve their writing skills, what better way is there to put those skills to use than through writing and sharing their words with others?

Students are asked to submit their first samples to Diana Sherry by September 30.

- Pam Clifton

MILESTONES

My student, Marissa Bustamante, is from the Philippines and feels very strongly about the poor people there. She wanted to write to President Corazon Aquino and Imelda Marcos to try to have them cooperate, to improve conditions there, and so I had her write this letter as one of her assignments.

- Ruth Rettich

Dear President Aquino,

I was born in the Philippines and lived there until I was twenty-three. I married an American and moved to Colorado, U.S.A. I care very much for the Philippine people and their happiness.

I saw a television program about life in the Philippines. I feel very sad about the way the poor people live.

May I suggest that you might suggest to Mrs. Marcos that after her husband's death she return the money to you to help the Philippine people. She may do that if you allow her to bury him in the Philippines.

God always forgives.

Sincerely,
Marissa Bustamante

New T-Shirts and Sweatshirts Available

We've just received a new order of T-shirts and sweatshirts for fundraising. The sweatshirts have the same dinosaurs and "Opening New Worlds" logo as the T-shirts. They're one hundred percent cotton - very soft and just right for fall.

Our prices have gone up because, unfortunately, our costs went up as well. Our new prices are:

T-Shirts:	Children's sizes (S, M, L)	$12.00
	Adult's sizes (S, M, L, XL)	$16.00
Sweatshirts:	Children's sizes (S, M, L)	$16.00
	Adult's sizes (XL)	$22.00

We sold T-shirts and sweatshirts at the Library Holiday Gift Sale and took in $217.78. Special thanks go to Ruth Rettich and Bess Walck for their help at the sale.

The shirts are available at the Library Information Desk or at our new office at 1015 Arapahoe, Unit I.

Help us spread the word to read and avoid extinction!

LTRP Classified Ads

WANTED: Volunteer Bookkeeper - must be experienced in accounting or bookkeeping for non-profits and have two hours per week available to donate to the LTRP.

WANTED: Volunteer Intake Assistant - must have B.A. or M.A. in education (preferably in reading) and have two hours per week available to donate to the LTRP. Responsibilities will include testing new and former students using the Adult Reading Inventory and Slosson Oral Reading Test and writing up very brief descriptions of students' goals, dreams, and skill levels. This position will supplement the work Virginia Allen does in interviewing students. We will train qualified applicants.

WANTED: Volunteer Office Assistant - must enjoy writing letters and answering phones and have two hours per week available.

WANTED: Volunteer Tutor Interviewer - must be available several hours per week; a flexible schedule is preferred. Responsibilities will include interviewing people who are interested in being tutors.

WANTED: Donation of two small tables, four comfortable chairs, and two good desk lamps for our new tutor spaces. Also, two electric typewriters in good condition - preferably fairly contemporary.

Tutor Tips

When you or your student happens to be out of town, use the opportunity to teach personal communication. By using the U.S. mail, both tutor and student can correspond with each other. Students will be excited about getting friendly mail, and the tutor can even send reading and writing assignments to the student.

Students might keep a diary or a journal describing their activities and surroundings. Have them read a newspaper from the city they are visiting. Send them articles which may be of interest to them from their home newspaper. Be sure to include a personal letter or note to let them know you care.

Many students will benefit from learning the aspects of letter writing such as addressing and ending letters and using correct zip codes. Other students may never have received a friendly letter before. They will enjoy the thrill of true communication.

If you can't write a letter, send a postcard with a colorful picture on one side and on the other, a friendly note from you, the concerned tutor. You will be rewarded when you receive one back from your student.

- Dick Easter

Student Makes Donation to LTRP

Rick Seeley, a student in the LTRP for two years and an Advisory Board member, donated the $100 check he received as a bonus from his employer, IBM, to the Learning to Read Program. IBM has a program for its employees which allows them to submit their suggestions for saving money or increasing efficiency on the job. During the past 19 years that Rick has worked for IBM he has submitted a few ideas by persuading co-workers to write the suggestions for him, telling them that their handwriting was very good or that they could word it better than he could. However, by last March, Rick had gained the knowledge and confidence to submit a suggestion entirely by himself - 100% his idea, his words, and his writing. IBM accepted Rick's idea and awarded him $100. Rick felt that without the help of the Learning to Read Program he would not have had the confidence and ability to submit his suggestion and so, as an expression of his gratitude, Rick donated the $100 back to the LTRP. IBM was obviously impressed by Rick's generosity because they are going to match Rick's donation with an additional $200 for the program. Congratulations Rick, and our thanks to you and IBM for the donations.

Reminders...

Students in the Learning to Read Program continue to enjoy writing to and hearing from their pen pals in the Cambridge, England, literacy program. Call the LTRP office if you would like more information.

The *Daily Camera* has offered to give free three-month *Camera* subscriptions to any LTRP students who are interested. Please ask your student about this and check with the LTRP office to set up the arrangements.

The Boulder Valley School System's Adult Basic Education program at the Paddock campus offers classes in preparing to take the GED. If your student is approaching the level of reading skill which would allow him or her to try to pass the GED, we ask you to heartily encourage your student to participate in one of these classes. Your student can continue to meet with you and work on his reading and writing skills, but he will also benefit greatly from the classes offered at Paddock. Call the LTRP office from more information.

Our Vista Volunteer, Bess Walck, will custom-make a crossword puzzle for you to use with your student. We have purchased a software package which allows Bess to input words that you and your student are focusing on and which then generates a crossword puzzle using those words. You can also bring in a book or passage that you are working on and Bess will make up a puzzle using vocabulary from the passage. Please take advantage of this great tool!

Senior Tutors Recognized

There are some stout-hearted volunteers in our program who have braved the problems of 'How can I teach this?', 'Is this the right material for my student?', 'Do I have enough for the whole lesson?', 'Is there a better method?', 'What next?'

Despite all the difficulties they have persevered and have come out ahead! The friendships they have made and the progress they have seen in their students' work make it all worthwhile.

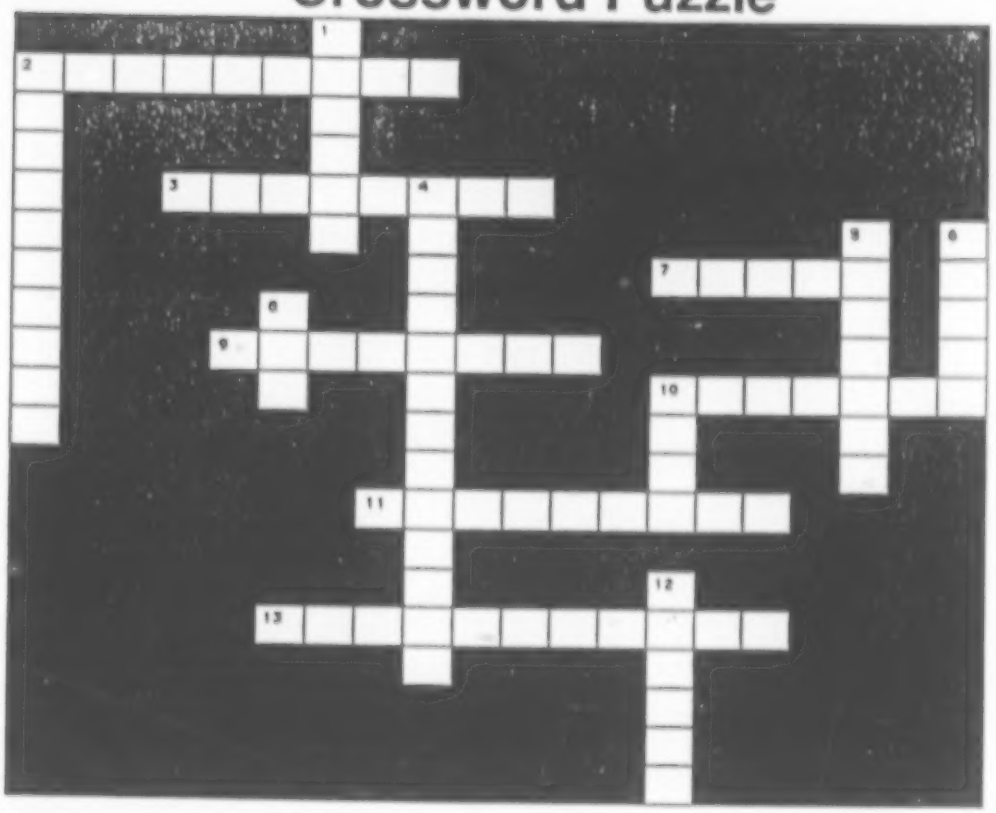
Here's a list of current tutors who are now senior tutors because they have devoted more than one hundred hours to our Learning to Read Program:

Name	hours	Name	
Lesley Gillis	99	JoAnn Maule	168
Dick Easter	102	Betty Gardner	171
Karen Miller	102	Betsy Aspinwall	176
Mitch Stein	103	Phyllis Wibby	179
Nan Fogel	104	Ann Puleo	182
Bill James	107	Patricia Jamison	184
Pete Bukowich	108	Elizabeth Dale	187
Bet sy Shaddock	108	Donna Baase	195
Ellen Leupold	109	Peggy Kline	198
Beth Statz	110	Linda Anderson	205
Helen Schweizer	111	Denise Cote	206
Carole Simmons	115	Emily Martin	209
Lori Dircks	115	Suzanne Fraser	210
Robin Reinoehl	115	Hillary Keyes	210
Susan Knight	117	Kathy Graham	211
Michael Hoshall	121	Becky Yoh	232
Mary Stonington	123	Betty Seacrest	232
Anne Treloar	123	Elisa Wade	238
Linda Olsson	129	Bess Walck	246
James Shaddock	133	Christie McElhinney	256
Ruth Rettich	134	Diana Sherry	268
Mary Dickey	135	Holly Munk	290
Marion Becker	142	Pam Clifton	314
Joanne Smith	143	Barbara Denny	394
Mary Ann Nagel	146	Virginia Allen	973
Lianna List	152		
Sandy Pallas	156		

Congratulations and thanks for doing a fantastic job!

- Bess Walck

Crossword Puzzle



This puzzle was composed by Ruth Rettich, Bess Walck, and the computer for Ruth's student to use in practicing vocabulary she needed to write her letter to Corazon Aquino. (See Milestones Column, page 4)

Across:

2. Honestly and truly
3. Citizen of the United States
7. To exchange
9. Pardons
10. The man to whom a woman is married
11. Joy and gladness

Down

1. To give back
2. An idea put into someone's mind
4. Give it careful thought and _____.
5. Maybe
6. Changed the place of
8. Believed by Christians to be the Creator of the world
10. To wish for
12. Desires

Puzzle words may be found on page 3

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Learning to Read
Opening up new worlds
A project of the Boulder Public Library

Newsletter Winter 1989

READ Cards Available for Distribution

The Learning to Read Program has recently developed and printed READ cards in an effort to reach adult non-readers throughout Boulder County. These cards have already been distributed to over 100 human service agencies such as the Safehouse, the Alcohol Recovery Center, and Housing Authority. Counselors who know or suspect that a client may be in need of reading help can give out these cards so that the individual in need of assistance will be able to contact us personally when he or she feels motivated to work on learning to read. This means of distribution seems to be very effective, as prospective students may hold onto the card for weeks or months until they feel ready to commit to learning. We already have new students who were reached through this recruitment method.

READ cards have also been distributed to local employers in an effort to reach prospective students through the workplace. The cards will be made available to employees so that they may contact us if they wish. This will also help us in achieving our goal of involving the business community in the literacy effort.

Furthermore, we strongly encourage our LTRP volunteers to consider helping us in READ card distribution. We would greatly appreciate offers from people who would be able to place a stack of cards in the employee lounge or the personnel office of their workplace. Any tutor who wishes to assist in this matter should contact the office.

- Holly Munk

LTRP Office Moving

The Learning to Read Program office will soon be moving. We will be moving from our "cushy" office in the Harris building so that we no longer need to deal with uneven floors, faulty wiring, and inconsistent temperatures. Our new location has not yet been determined, but it will probably be in one of the condominiums which are located one-half block east of the Harris building. This promises to be a positive step for us, because we will have few of the problems we have had here at the present location, and we may even have more space in which tutors and students can meet. Please inform your student about this impending change and arrange a plan as to where you will find each other if one day you should arrive to find us missing. At that time you can ask the Children's Department of the Library to direct you toward the new office.

LTRP Tutors to Assist at Jail

The Learning To Read Program was contacted by Dan Nypaver, the Education Coordinator at the Boulder County Jail, for help in organizing basic literacy tutoring for their inmates. Up to now the educational emphasis at the jail has been on GED, which is a high school equivalency program. They now believe that more focus should be placed on basic reading skills. Some inmates feel that a lack of basic literacy has contributed to their trouble with the law and are eager to develop their skills while in jail.

Diana Sherry of the Learning To Read Program thanks volunteers JoAnn Maule, Pete Bukowich, Ann Curry and Debbie Hall who will be tutoring four students at the jail. The tutors are devoting two hours twice a week to their students, plus preparation time. In addition to LTRP's regular tutor training, these tutors have also completed a special four hour orientation at the jail to familiarize themselves with the jail's rules and regulations. Students and tutors alike are excited about this experience.

If the program is a success more students and tutors will be added. If you are interested in tutoring at the jail, please contact the Learning To Read Program office.

- Kathy Ward

Daily Camera Makes Donation

The warm spot in our hearts for the Boulder Daily Camera just keeps growing. In December we received a check for $1,000 from the Camera with no strings attached. Not only does that mean we received funds without having to go through the time-consuming and often tedious job of filling out grant request forms, but we are also free to use these funds in any way we choose. Where shall we start?

John Dotson, President and Publisher, and Barrie Hartman, Executive Vice President and Editor of the Camera, personally stopped by LTRP's office to deliver the check to Diana Sherry, Holly Munk and Bess Walck. Their continuing personal, financial and editorial support of this program is invaluable and always appreciated.

- Christie McElhinney

Our Featured Student - Jack Wainwright

I smile with warmth and happy remembrance as I come away from my interview with Jack Wainwright. It's always a happy happenstance when you think you are going to interview someone you don't know - and then find you actually do know them. Jack was working for a time at The Burger Hut for its owner, Kate Sharr, who had just been in this country for just 11 months. According to Ms. Sharr, Jack seemed to be able to do "everything". He was especially helpful in translating the customers' orders so the Taiwanese cook could understand what to prepare. As I was representing Boulder Community Hospital and helping Ms. Sharr in meeting her health needs, I was introduced to "Mr. Jack" amidst much Taiwanese exclamation! They loved him!

Jack was born in Ypsilanti, Michigan but moved to Boulder with his family where his father had contracted to teach at the University of Colorado. When only 17 months old, Jack had a case of "hard measles" and a sustained high temperature leaving him minimally brain damaged. Throughout school Jack has participated in Special Education, and has developed into an outgoing, happy, well-adjusted man. He was 22 or 23 years old when he felt a need to "live on his own" and "stop being such a pest" to his mother. This move has been unbelievably successful, due in part to the fact that he lives not far from his folks, but far enough away to be independent. He shares his apartment with another developmentally disadvantaged man, and the situation works well for them if they work for each other. He and his roommate were having some trouble with their checkbook so Jack's father and brother came over and the four of them worked it out together. Now, everything is fine.

Jack especially enjoys basketball and football. A staunch supporter and participant in special Olympics, Jack also enjoys playing softball. His family is very special to him and have been supporters whenever needed. While speaking of special happy times, Jack remembers a counselor who took Jack and two other people to San Diego for one of the most fun trips in his life.

After leaving The Burger Hut, Jack moved on to the golden arches of McDonald's cooking, baking and doing some maintenance and liked it very much. He hopes some day to get hired by the National Institute of Standards and Technology where his roommate is working.

Learning to budget his money has been a very personal success, especially since his roommate has not done as well. Writing a check, learning how to cook, having money in the bank to cover his check, riding his bike when he needs to get places -- all have been success stories for Jack. He felt he wanted to learn to read better and thus the LTRP was suggested by his counselor. He was assigned to Mitch Stein over a year ago, and he really enjoys Mitch. He feels he needs to study hard and "keep with it". It is so easy to find other things to do when he should be practicing his reading. He finds the daily newspaper to be excellent practice, and feels he's getting more out of the paper as a result of his work with Mitch.

Presently working at Alfalfa's, Jack really glows when special customers will seek him out in the store and say, "Hi, Jack! How're ya doin'?" When asked what his most fun time was, he responded, "Grade school was my fun time!"

To find a fellow so content with life and filled to overflowing with the potentials offered, does it not remind us all to be a bit more humble with all of the advantages given - and just a little more grateful?

- Pete Bukowich

Our Featured Tutor - Mitch Stein

Mitch Stein, a 40-year-old transplant to Boulder from New York, has spent much of his adult life as a computer programmer. The majority of his work has been by contract which has allowed him the freedom to schedule his own hours. After college he married his wife Debra who works in Community Corrections, presently working out of the Boulder Justice Center.

Mitch learned of the LTRP through an article in the Boulder Daily Camera. After finishing the Tutor Workshop, a match was made with Jack Wainwright, a minimally brain damaged student. Typical of Mitch, after working with Jack for 6 months, he contacted other tutors working with handicapped students. They have shared their progress and trials, successes and failures. Mitch and Jack find progress slow, but progressive nevertheless. They work with few assignments, always maintaining a positive image of one's self. Mitch feels that this is very important. "We laugh a lot together, and Jack is always easy to talk with," says Mitch.

Mitch has good feelings about his work with Jack. "Sometimes the words are too long - we break them up into pieces, sound each piece and claim a new word. I feel Jack is becoming a more complete person as a result of his reading," beams Mitch. Mitch feels that he is a good communicator having had teaching experience in computers at the Free School. "I don't get frustrated or feel like quitting. Rewards will be forthcoming," he says.

When asked who his most important teacher has been, Mitch broadly grinned and quickly responded, "It was my first computer class at the University. I rarely went to class but seemingly absorbed all that was offered. The next semester I found myself in yet another class taught by the same professor, but all of the other students were new to him. Whenever he tried to make a point, he would turn to me and ask if that wasn't right because he had taught that idea in our first semester class. The professor expected me to respond with the answer as a previous student of his with the right answer. It became the pivot point in my life toward becoming a computer programmer," recounts Mitch.

Hiking and climbing, backpacking and photographic excursions have been very much a part of the Steins' 17 year Boulder experience. Unfortunately, Mitch contracted multiple sclerosis as a teenager. MS is a slowly progressive disease characterized by disseminated patches of demyelination in the brain and spinal cord. Today, Mitch is spending most of his time in volunteer efforts which have been most gratifying. In the past few years the MS has progressed to a point that not all activities can be a part of Mitch's daily life, but volunteerism has more than made up for it. "I keep busy, my mind active, and my schedule full," smiles Mitch. "I am a very mental person." The Farm Bureau and Nicor Oil & Gas are a couple of Mitch's past employers, but now his sights are set on a loftier goal: that of helping another directly and individually. Mitch is a very committed and hard working tutor and the LTRP appreciates his dedication.

- Pete Bukowich

This newsletter is published by the Learning to Read Program on a quarterly basis.
LEARNING TO READ PROGRAM Coordinator, Diana Sherry

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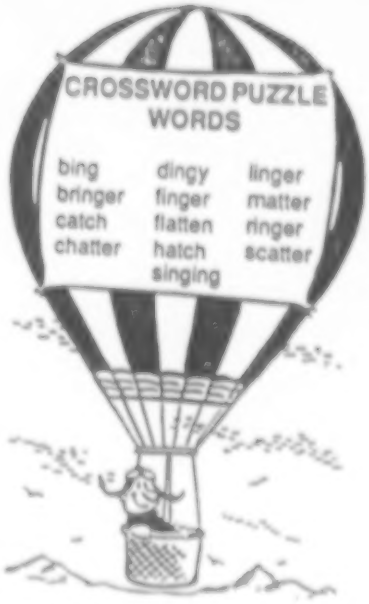


Milestones

I started tutoring Albert Malloy in April 1988, seeing him at least once a week, sometimes twice a week during the summer.

We started with the Laubach Way to Reading - Skill Book I. Albert knew some letters and words, but could not use phonics at all. So I concentrated on using phonics and simple reading and flash cards.

In mid-December, I began to notice that Albert was really understanding and enjoying what he was reading. Albert has been copying a basic story book so he can have it for his pleasure reading. His milestone last week was doing his first crossword puzzle. He says that he has often watched his children figure out the newspaper's crossword puzzle, wishing that he could do one. Now he can.

His dream all his life has been to be able to read and write -- especially to read the newspaper. He is working very hard toward that goal.

- Ann Puleo

Students Testify for Literacy Legislation

On January 23rd, the House Education Committee met to hear testimony on a literacy bill proposed by Representative Shirleen Tucker. This bill would authorize the State Board of Education to establish and administer a grant program to promote adult literacy programs statewide. Colorado is one of the only states in the country currently lacking such legislation, which means that no state money has been allocated for adult literacy programs. The Learning to Read Program, like so many other adult literacy programs throughout the state, is dependent on Federal grants for its funding. The need for funding at the state level is dire. Their proposal would establish a fund for contributions from businesses and foundations. Literacy supporters in the state hope to get state funding passed in the next legislative session.

Several witnesses in the field of adult literacy testified on behalf of this bill, and the Learning to Read Program was well represented at this hearing. Not only did Diana Sherry testify, but two LTRP students also took the stand in support of the bill. Rick Seeley and Albert Malloy explained to the committee what learning to read has meant to them, and their testimonies helped our state representatives to understand what life without reading was like and how the tutoring they received has improved their lives. The bill was passed unanimously by the House Education Committee. The next step in the enactment process was the meeting of the House Finance Committee scheduled for February 1st. Diana and Rick testified once again. The bill passed and was sent on to Appropriations.

LTRP tutors may wish to consider writing letters with their students regarding the need for such legislation. Letters should be addressed to their district representatives and should be in reference to House Bill #1125.

We would like to thank Rick and Albert for stepping forward and speaking out on an issue of great importance to all of us.

- Holly Munk

Advisory Committee Welcomes New Student Member

The LTRP Advisory Committee now has a student representative as one of its members. Rick Seeley is the first student to serve on the committee, which is comprised of nine volunteers who represent the varied interests in the Learning to Read Program. Rick will provide the students' perspective on issues and decisions facing the committee.

Many of you newer tutors have already met Rick at your tutor training and you will remember him as bright, articulate, and overflowing with enthusiasm. One of Rick's goals is to "give something back to the program," by talking to tutors and serving on the committee. Meanwhile, he's working with his tutor toward a personal goal of passing the GED exam.

Rick has already attended a few Committee meetings, and he is "awed by how much it takes to run this program . . . It's great to meet these people, to see their energy and dedication as volunteers." He is still too new to the work of the committee to know what his role will be, beyond doing his best to represent the students' interests, but he feels that his presence alone has had an impact. "I think they are surprised to see who the students are, and how far they can come. Now they can see who they're doing all this for, what all this work is about."

The LTRP very much appreciates Rick's enthusiasm and input.

- Denise Cote

Keith Zook Elected Chairman of Advisory Committee

In February 1988 Keith Zook joined the Advisory Committee of the LTRP in the capacity of legal advisor. His introduction to the program was through his legal assistant, Christie McElhinney, a tutor with LTRP. Mr. Zook was recently elected Chairman of the Advisory Committee when Cyndy Schulz, Chairman for the last year, resigned.

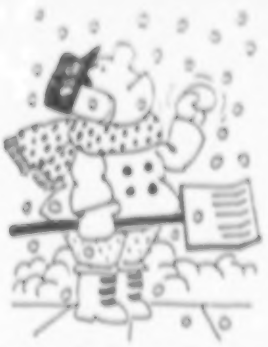
Keith brings to the Advisory Committee a long list of attributes beginning with his earliest childhood days. His mother was a school teacher and principal for over thirty years in Jefferson County. She instilled in Keith the importance of reading and writing skills and helped him develop an interest in literature.

After receiving a degree in International Relations from Yale University in 1948 (the same school and year as George Bush!), Keith attended the University of Denver College of Law and received his J.D. degree in 1953. He has been in private practice in Boulder for over 35 years.

In addition to serving on many committees in the legal field, over the years Mr. Zook has been the President and Chairman of the Boulder Chapter of the Red Cross, the Boulder County Mental Health Association, Boulder County Sheltered Workshop, Boulder County United Way, the United Way Fund Raising committee, the Boulder Philharmonic Orchestra, Boulder's Junior Chamber of Commerce and the Lions Club.

As the LTRP Advisory Committee moves into its third year, its new Chairman sees many strides being made in the right direction. Nevertheless, there are many additional goals Keith would like to see added to the Committee's "wish list", including establishing a solid donor base, holding one or more special fund raising events, greater participation by the community -- perhaps by virtue of personal contacts with the Advisory Committee members, and a possible restructuring of the program.

- Christie McElhinney



March Inservice Scheduled

Mary Ellen Keene from the Ft. Collins Literacy Coalition will be leading a seminar for LTRP tutors on Monday, March 13th. The seminar will be held from 6:00 to 8:00 pm in the City Council Chambers at 1777 Broadway. Ms. Keene will give tutors suggestions on how to set realistic goals and objectives with their students, and she will discuss how to turn these goals and objectives into weekly lesson plans. This is an important inservice and we urge all tutors to attend.

Student/Tutor Discussion Group Meets

The key to it all was sharing; sharing feelings, sharing ideas and sharing concerns. That's what a group of students and tutors discovered as they gathered to watch and discuss "Bluffing It", a movie starring Dennis Weaver. It describes the problems faced by a hard-working family man who cannot read and who faces the reality of losing his job because he can't read. Through the movie, we share his struggle as he works with a tutor to build his skills and rebuild his life.

Four LTRP students and their tutors, together with Diana Sherry and Holly Munk, spent a Sunday afternoon sharing their experiences and discussing the reality of the movie as it related to their own lives. Sally Heart, a Boulder County resident and writing teacher interested in the program, led the group's discussion, helping us to keep on track and focus our thoughts. It was the first such small group meeting, and was a test to see how helpful gatherings of this type might be for tutors and students.

To more nearly ensure success of this first attempt, we invited several students to attend; most of the participants had been in the program for 1 to 2 years. Despite their time in the program, some of the students were nervous about sharing their thoughts and feelings. It didn't take too long, though, for them to feel at ease. A very open conversation developed as they discussed their own lives and progress in improving their reading skills.

The students also offered a wide range of ideas to make the Learning to Read Program even better. They brainstormed topics for future meetings of this type, recommended ways to help new students get the most from the program and discussed a wide range of other issues.

Based upon the very positive feedback from the group, it will hopefully be the first of many such small group discussion meetings. We urge tutors to encourage their students to participate in other sessions. If they are interested please call Diana or Holly at the Learning to Read Program office.

- Pam Clifton

More Program Support for Tutors

During the first two and one-half years of the Learning to Read Program most tutors have found themselves giving a great deal of themselves to their students, often with little direct assistance from the LTRP office. Although you have had inservice workshops to attend, and although Diana Sherry and Virginia Allen have always been eager to discuss with you your student's progress, you have generally been somewhat isolated in your work.

We are striving to change that by assigning each tutor to a "Tutor Supervisor/Contact Person". The four people who will be supervising tutors are Diana Sherry, Virginia Allen, Holly Munk, and Bess Walck. Each of the Tutor Supervisors will be responsible for meeting periodically with each of her twenty to twenty-five tutors to offer support and encouragement. In addition, we will be referring tutors to other tutors who are working on similar issues with their students, and we will be putting students in touch with each other. We hope to tighten up the network of tutors and students overall and to give each of you the feeling that you are not alone.

You should be hearing from your Tutor Supervisor soon. If you haven't heard from her by February 28th, please contact the LTRP office; you may have been mistakenly misassigned.

Tutor Tips

A "To Do" list, that famous tool of top executives, can be a tool for success for your student, especially if your student lacks the confidence to begin reading and writing on his own.

Near the end of the tutoring session, help the student write out a list of things he or she wants to accomplish during the week. Keep in mind that your student has spent a lifetime remembering important errands and job-related tasks. It may be more useful to the student to list all those things he or she means to do but never gets around to, such as buying flowers for the spouse, spending more time playing with the children, replacing the furnace filter, etc.

Ask the student to refer to the list during the week, and to write a sentence or two about each item before your next meeting. How did the student's spouse react to the flowers? What excuse kept the student from changing the filter this time? Encourage your student to write exactly what he or she wants to say, and not to struggle with spelling or change the sentences to only use words which he or she already knows how to spell. For instance, "My wife got suspishus when I gav her the flowers" is much better than "She liked the flowers." Use the student's responses to generate spelling lists.

The object, of course, is not for the student to complete the items on the list, but to create a non-threatening reading and writing situation outside the tutoring session. Because the list is in the student's own words, he or she will be confident about reading and understanding it without your help. The relevance of the list to the student's life, the feeling of accomplishment when he or she gets all those things done, and the assigned homework are all important in motivating the student to read the list several times during the week. The items on the list suggest responses — important for students who "go blank" when they are asked to write. The responses help you generate spelling lists that focus on the student's own working vocabulary.

The "To Do" list can be a fun way to start and end your tutoring sessions (get him to tell you more about how his wife got suspicious!), and it can help you build rapport and confidence together.

- Denise Cote

LTRP Awarded Vista Volunteer

The Learning to Read Program is pleased to be awarded a Vista Volunteer for one year. The volunteer program is administered by the Colorado Literacy Action Office and is funded by the Vista Literacy Corps which is a federal Government organization. The funding consists of a subsistence allowance paid to the volunteer for her six hours per day of service.

Bess Walck, the Vista Volunteer, has been a tutor in the Learning to Read Program for over a year and is working with her third student. When Diana Sherry was informed of the Vista Volunteer award, she considered the tutors and thought Bess would do a good job because of her concern and commitment to the program and extra effort she gives to her students. Bess has already helped organize tutors and students and has helped the office develop a better tutor support network (see related article). When asked how she felt about being a Vista Volunteer for the Learning to Read Program Bess answered, "I'm grateful to have this opportunity. I find it inspiring work."

Thanks, Bess. We appreciate your hard work and dedication.

- Kathy Ward

Bess Walck's first project as our new Vista Volunteer was to organize our books on the new display racks shown here.

LTRP Offers Help to Businesses

In an effort to help reach poor readers in the workplace, the Learning to Read Program office is contacting 176 companies in Boulder County who are primarily involved in manufacturing-related business. These companies have an average of fifty employees and include construction, mining, and high-tech companies such as circuit board manufacturers.

Within each company we have identified a contact person who has received a letter about the local literacy problem, some READ cards (see related article), and a brochure about our program.

The LTRP is also conducting an informal survey to determine what managers and CEOs think the literacy problem is in their company.

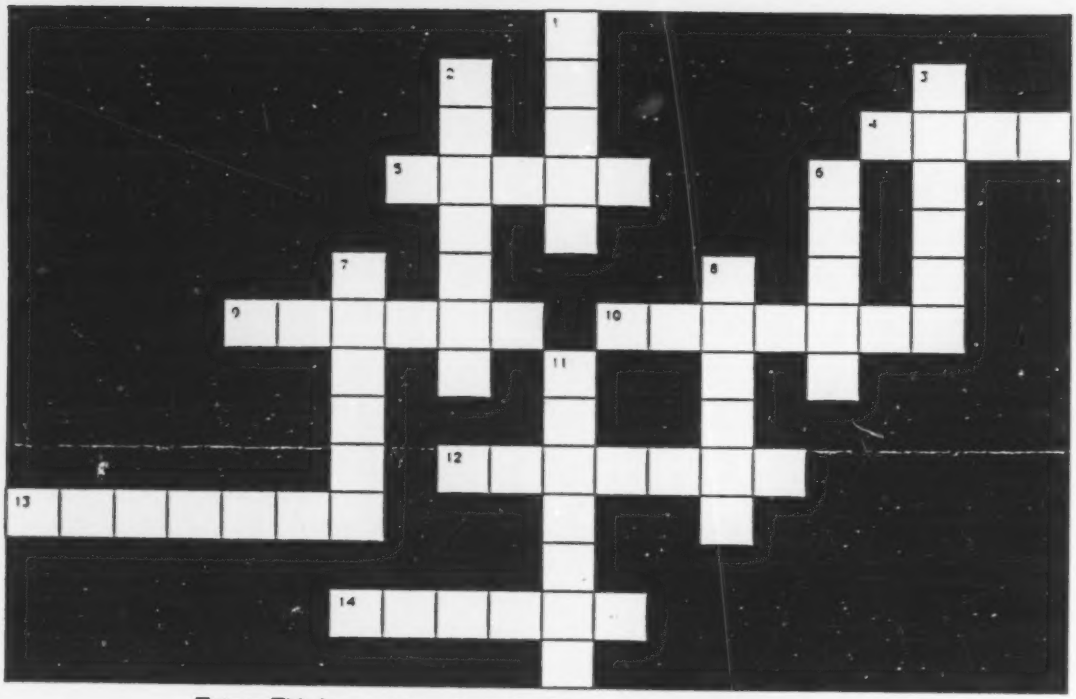
We hope to learn more about the business perspective on literacy and to inform businesses that our program is available for tutoring. We are also trying to identify companies which would be interested in setting up in-house workplace literacy programs with us. We look forward to this new phase in our program and expect it to have a positive impact on literacy in the county.

Book Collection Moved

Looking for the LTRP's book collection? It is now located on the purple wall near the magazine shelves and the large print books. Our new display shelves make it easier for tutors and students to see what is available when browsing. If you need assistance in finding the collection, please ask at the information or circulation desks. We encourage our tutors to have a look at the new materials now available. Check it out!

- Holly Munk

Crossword Puzzle



Tutors: This is a crossword puzzle which focuses specifically on the word familes "at" and "ing". You might want to review the word list on page 4 before you begin the puzzle.

Across:

4. Kind of cherry
5. Part of a ship
9. When a child cries we ask what is the _____.
10. One who brings
12. Small talk

Down

1. Hold onto
2. Smooth out
3. Stay
6. Silly
7. Thin rope
8. You have ten of these

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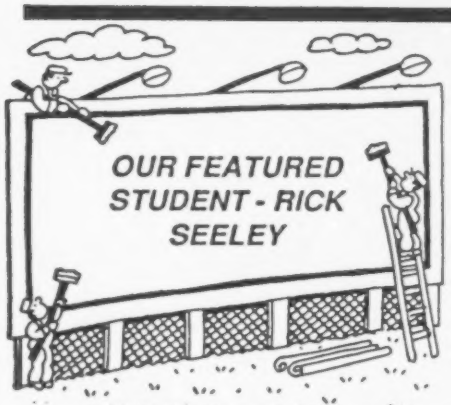


Hello, Mr. Dynamite! Where have you been so long? After seven short months in the Learning to Read Program, Rick is devouring the printed page and glorying in all the information that he never knew resided in his public library in New York. Instead he went the route of the delinquent, barely finishing 6th grade, doing what you do because you have to do it. It is difficult to imagine all the tricks Rick has employed up to this point in his life, not able to read but covering well for the lack of it. It was a promotion at IBM that set Rick at a point where he HAD to learn to read. What better time for a TV program featuring Dennis Weaver, illiteracy, and what to do about it? These two meshed at the same point and brought Rick to the LTRP and Gina Liscum. As far as Rick is concerned, he has the greatest match for a tutor of anyone in the country. Their personalities clicked.

After four months in the program, Rick asked Gina if they might not do something a little bit different from their usual reading review. And so it was that Rick was introduced to the library for the first time and understood the wealth of information that could be found there. "It almost blew my mind", says Rick.

Another big marker in his reading program was when he went from three letter words to three syllable words. This move was truly exciting.

All of a sudden people at IBM began asking Rick how to spell a word, or sharing a book or article they had found interesting. The attitudes of those that work around him have done wonders for building his self-esteem. He's only sorry he waited so long to develop such a valuable tool.

Rick was extremely uncomfortable with the elementary reading books, but his fear is gone now. Meeting Virginia French Allen for his initial evaluation is a meeting he will remember for the rest of his life-- extremely difficult because it was the first time in his life he openly admitted to anyone other than himself that he couldn't read, and Virginia was most gentle and understanding.

He now finds his proofreading set-up in the computer helpful in reinforcing his learning. Now when he is given a job evaluation to read, he doesn't have to hand it right back and nod that it looks OK to him. He can now respond to those things that are written with some comments of his own, and not go back to his work station wondering what his appraisal said.

Rick quit school in the 6th grade, was sent off to youth camps back East for truancy, assigned to foster homes, and has successfully combatted alcoholism in his own life. He now stands with 18 successful years of service with IBM, a recent promotion, AND the opening of a brand-new world which throws challenges to great big words, but words that he can break down and get to know the meaning of. Books can tell you where to eat, how to buy a house, what makes a contract--why, the book tells all. "Learning to read has been fun! We've taken the seriousness out of reading and learning to read because it's fun", says Rick. Perhaps in Rick we have future tutor for the LTRP. --Pete Bukowich--

Reminder to those tutors using offices on the library bridge -- use only the office containing the couches or the office in the middle. PLEASE DO NOT USE ANY OTHER OFFICES ON THE BRIDGE.

THANKS TO IBM FOR ANOTHER DONATION

It has been the LTRP's good fc tune to become one of the more recent recipients of IBM's community support. They have generously provided several items of much needed office furniture including desks, chairs, two file cabinets, and a credenza. They have also offered to donate more as it becomes available.

We would like to express our appreciation to IBM for their generosity, and say a special thanks to Brian Nilsson of IBM for facilitating the donation.-- Judy Blake --

"FAMOUS" AMOS PROMOTES LITERACY

"Being unable to read means you've just never learned how. You're never too old to learn." These are the words of chocolate chip cookie mogul Wally "Famous" Amos at a rally in Denver on May fourth. Amos was in town to promote the opening of his new headquarters in Denver and to speak for his pet project — learning to read. Tutors and students of literacy programs from all over the area were invited to attend. Our own Learning to Read Program was represented in the group of about 200 people.

While in Denver Amos recorded a television public service message for Denver Metro PLUS (Project Literacy U.S.). It will be aired on Channels 6 and 9 very soon. A radio message was also recorded. The hope is that these messages will attract more students and volunteers to the literacy programs.

Amos has been an advocate for literacy for nine years and makes over 100 speeches a year. With the help of committed people like "Famous" Amos we might someday have reached every illiterate adult who wants to learn to read.

Amos presented Diana Sherry with bags of chocolate chip cookies to be given to the students and tutors of the Learning To Read Program. If you would like some of the cookies, come to the Learning To Read office. -- Kathy Ward --

OUR FEATURED TUTOR - JUDY BLAKE

"I've had no teaching experience before", says Judy Blake. "I first became interested in the Learning to Read Program from a TV announcement, and I am so glad I did!" Her other experience in tutoring was working with her own children on their homework assignments and teaching a citizenship class for Hispanics and Laotians who spoke very little English.

When Learning to Read Program Coordinator, Diana Sherry, asked Judy if she would like to try working with a thirty-year-old developmentally disabled man, there was little hesitation on Judy's part. She had been looking forward to working with a student. Her student had had limited schooling and was somewhat handicapped with his English language skills, but after working awhile with her student, Mark, they began to notice progress, albeit slow. There were some weeks when something gained the previous week was lost, but they came to a point where they could read short, simple sentences. It took nine months of diligent work to get through the vowel review, and since continuity was something that seemed obviously lacking, another tutor, Mary Mintz, chimed in so that now the student meets once weekly with each tutor. By this time Mark is looking forward to employment, and is feeling much more confident in his progress.

Frustration has been no trouble. If there's a bad week, it is usually followed by a good week. Judy says, "Inservice programs have been excellent!" Judy suggests that if a student is not making progress, let up! Begin again and work out the problems. By reading aloud with the student, a great deal of pressure is taken off the student as he has the tutor's voice reaffirming his reading, which gives him obvious confidence. Judy finds her participation in the program both as tutor and contributor to the newsletter most satisfying personally.

Judy works in Denver with a medical management consulting firm. Being an outdoor person, Judy thoroughly enjoys the offerings of Colorado through backpacking. The Learning to Read Program certainly appreciates Judy's commitment to the program. --Pete Bukowich--

Dates to Remember —
Campaign for Literacy - September 16-18, 1988
COLAC Learning Disabilities Workshop - September 17, 1988
Jan Jording's Inservice — September 29, 1988

LTRP AWARDED FEDERAL GRANT

The Learning to Read Program has been awarded a federal grant from the Library Services and Construction Act which funds library literacy programs across the country. This is the third year in a row that our program has received this grant. The amount of the award is $24,993.00 for the period of October 1988 through October 1989. These funds will be used to cover many of the operating expenses, including the program coordinator's salary, the costs of operating the hotline, the purchase of books, tutor training materials, newsletter costs and the like. -- Christie McElhinney --

This newsletter is published by the Learning to Read Program on a quarterly basis.
LEARNING TO READ PROGRAM Coordinator, Diana Sherry

LEARNING TO READ PROGRAM ADVISORY COMMITTEE:
Cynthia Schulz — Alina Health Systems
Susan Field — Boulder Psychiatric Institute Administration
Brian Nilsson — IBM Communications
Keith Zook — Attorney-at-law
Tim Edwards — AT&T
Barrie Hartman — Vice President/Executive Editor, Daily Camera
Jolie Wolf — Truhlar & Associates
Kaye Turnbaugh — The Mountain Ear
Dave Farwell — Computer specialist
Carolyn Terman — Community Hospital Public Relations
Mary Ann Shea — Director, University Learning Center

EDITORS: Diana Sherry, Barbara Denny Lay-Out: Tom Gaines

CONTRIBUTORS: Deborah Gallagher, Pete Bukowich, Holly Munk, Judy Blake, Christie McElhinney, Gina Liscum, Kathy Ward, Phyllis Wibby

CARTOONISTS TO VISIT 16TH STREET MALL

If you ever wanted to meet or watch the cartoonists who created those colorful, dinosaured T-shirts which display the motto READ: AVOID EXTINCTION, then mark July 28 on your calendar. As part of a Denver Metro PLUS activity, in conjunction with the Rocky Mountain News, Channel 9 KUSA and IBM, Cartoonists Across America will visit the 16th Street Mall in downtown Denver on that date to paint, promote literacy, and to publicize the statewide literacy hotline number, 894-0555. In addition, there will be booths, other cartoonists drawing and other activities.

Some of you may remember the fun these cartoonists brought to Crossroads Mall last September, when KCNC's Larry Green assisted them in painting the Learning to Read Program's 8 ft. by 8 ft. mural of two dinosaurs reading. The same excitement is just as accessible this summer amid the hustle and bustle of Denver businesses, restaurants, shops, the 16th Street shuttle buses, and walking traffic. Come and join the Denver pace and PLUS for a day, and bring your camera!

Watch Channel 9 and check the Rocky Mountain News for more information as the event nears. --Gina Liscum--

SUSAN PARK LEADS ADVISORY COMMITTEE'S FUNDRAISING ACTIVITIES

Susan Park has been involved with the LTRP for about one and one-half years and currently chairs the fundraising committee. She believes strongly in community involvement and, like many others in the LTRP in Boulder, is committed to literacy and the idea that reading is not a luxury, but an essential for everyday life for everyone.

Susan is the Director of Personnel Services at the Boulder Psychiatric Institute and divides the time in her busy schedule between her job, the literacy program and her new family. She has recently married and acquired not only a husband, but also a thirteen-year-old.

Her work for the LTRP entails looking for ways to obtain exposure for the program and creating a high profile for literacy in the Boulder Community.

The current goals of her committee are to organize one major fundraiser this year and develop a powerful donor list, both of which will supply funds to enhance and continue the LTRP.
-- Deborah Gallagher --

CROSS-COUNTRY SKI BENEFIT RAISES $ FOR LTRP

At the end of March, Lake Eldora Ski Area and the Nederland Mountain Ear co-sponsored a cross-country skiing fundraiser for the LTRP. Sixty-seven people took advantage of the promotion and received a special discount off their trail pass, providing a donation to the Learning to Read Program.

We would like to recognize Kay Turnbaugh of the Mountain Ear for organizing the event on very short notice and arranging the publicity for the benefit. She worked with Pat Willits, the ski area's Nordic Center Director, who also provided assistance with the event. According to Kay, there is a good chance that the benefit will be repeated next year. We are looking forward to it and hope it will be even bigger than this year's promotion.-- Judy Blake --

NETWORKING CONNECTIONS SOUGHT

The Learning to Read Program is continually striving to expand our resource network. We recognize that many of our volunteers and students are actively involved with businesses, associations, and service clubs. Please let us know the organizations with which you are affiliated, particularly if you think they could be of special assistance to us.

Currently, the LTRP has a few specific needs:

- A person who has experience in organizing and coordinating direct-mail fund-raising, including writing prospect letters and cultivating mailing lists.
- Someone who could teach typing to our LTRP students.
- A person who is somehow connected with a car dealership.
- A person to help coordinate the LTRP tutors.
- A person to assist with student recruitment.

The positions described above are volunteer and may require as many as 8 hours/week. If you or your organization can help in any of these areas, please call Diana Sherry at 444-5599. Even if you can't help us with these situations, we would be grateful to receive information about particular affiliations for future reference. -- Judy Blake --

HOT OFF THE PRESS

ATTENTION TUTORS: We have nearly doubled our collection of literacy books in the last few months. We have purchased more than 200 small books with themes of mystery, sports, romance, horror, science, and GED preparation. Many of these books are on the literacy shelves now, the others soon will be. CHECK THEM OUT!

DYSLEXIA WORKSHOP

The Colorado Literacy Assistance Center (COLAC, home of the Colorado Literacy Hotline) will conduct a workshop on learning disabilities for tutors around the state. It will be held September 17th from 9 a.m. to 2 p.m. in Denver. The workshop will be free, but people will need to reserve spots with Diana. Keep in mind that this workshop will be held the same weekend as the Campaign for Literacy. Tutors might plan to attend the workshop and then walk their routes in the Campaign. Call Diana for more information on the workshop.

TUTOR TIPS

Tutor Suzanne Fraser has found that using The Book of Questions, by Gregory Stockman, helps her generate creative questions to ask her student. Because adult non-readers sometimes need help in learning how to generate their own opinion about what they read and what they hear this book is very valuable. Tutors might like to use this book for the Language Experience Approach. The Book of Questions is available at local bookstores. In addition LTRP has purchased "Look, Think, and Write", which has many great ideas on how to promote creative writing skills. "Look, Think, and Write" will be available from the literacy shelf.

For tutors who are using word patterning exercises with their students, we have recently purchased a set of "The Glass Analysis". This consists of five boxes of flashcards of word families, organized from beginner level to sophisticated vocabulary level. Tutors, we encourage you to give these a try.

Tutor Barbara Denny has noticed that many bookstores carry a good number of books in the young readers' section which show the reading level in the introductory pages. The same is true of many books found in the Learning to Read Program's collection. While it's certainly not necessary to know at what grade level a student is currently reading, many students and tutors are curious to know.
-- Christie McElhinney --

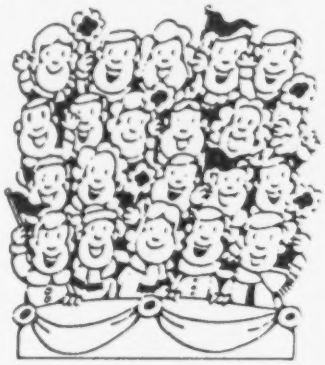
GEAR UP FOR THE CAMPAIGN FOR LITERACY!

As mentioned in the last newsletter, the *Daily Camera* will be sponsoring the LTRP's second annual Campaign for Literacy on September 16th, 17th, and 18th. We will be distributing fliers about our program to 6,000 homes in Boulder County to encourage non-readers to join a literacy program. Last year's Walk for Literacy (as it was called then) was very successful in that it nearly doubled the number of students enrolled in our program. We anticipate that this year's campaign will have an even greater impact because more people are aware of our program.

To distribute these fliers, we will need many participants who are each willing to contribute one hour that weekend to distribute fliers.

PLEASE MARK YOUR CALENDAR TO ATTEND OUR ORGANIZATIONAL MEETING ON SEPTEMBER 15TH AT 6:00 IN THE BOULDER PUBLIC LIBRARY AUDITORIUM!

We have a number of groups who will be participating and we would like to see all of our tutors and students join this effort.



SEPTEMBER INSERVICE

Tutors, do you have problems helping your student with spelling? Do you find yourself running out of good spelling resource materials? Then Jan Jording's inservice is something you shouldn't miss.

The next scheduled inservice will take place on September 29th at 6 p.m. in the library auditorium. The guest speaker will be Janice Jording of the Commmunity College of Denver, who will be lecturing on a new spelling strategies system she has devised. Diana attended her workshop and found it to be extremely helpful, and she has already purchased several copies of Ms. Jording's manual to add to our collection of resource materials. This inservice will surely be beneficial to tutors with students at all levels, and we would like to see every tutor there. -- Holly Munk --

DYSLEXIC SUPPORT GROUP BEING CONSIDERED

The Learning to Read Program is proud of our students for facing up to their reading problems and coming forward to seek help. And we are all happy to be able to offer them our help in attaining their goals of improving their reading skills. Our tutors do an excellent job of offering their reading expertise as well as their encouragement, support, and understanding of students' reading trouble. However, we cannot truly empathize with our students; we cannot possibly feel what they feel when confronted by a page of written text. The situation is especially apparent if the student has dyslexia. It is for this reason that we are considering organizing a dyslexia support group for our students who are working to overcome this "disability".

A family member of one of our dyslexic students is interested in organizing a support group for students who are dyslexic. The purpose of this group would be to help these students understand that they are not alone, that others are facing the same difficulties and feeling the same anxieties. The emotional support and exchange of ideas generated by such a group could be extremely beneficial.

We're asking all tutors who know or suspect that their student may have dyslexia to please contact Holly Munk at 444-5599. We'd like to know as soon as possible how many students might like to be involved in such a group. We'd also greatly appreciate any input that tutors might have to contribute, and we'd especially like to hear from people with any degree of expertise on dyslexia or related learning disabilities. -- Holly Munk --

DIANA SHERRY ELECTED NEW PLUS CO-CHAIR

Denver Metro PLUS (Project Literacy U.S.) recently elected two new co-chairpersons. Elected were Diana Sherry, Coordinator of Boulder Public Library's Learning to Read Program, and Norma Williams, coordinator of Denver's Project Learn.

PLUS is a national organization comprised of television stations, media organizations and major newspapers. These groups are pooling their resources to make literacy a national issue. PLUS aims to raise public awareness to promote literacy and encourage non-readers to join local reading programs. Denver Metro PLUS has been active for two years. Members include a number of local literacy programs, KUSA TV, KRMA TV, Rocky Mountain News, Colorado Literacy Assistance Center, the Colorado State Library, and the Department of Labor. These organizations are involved to coordinate the efforts of literacy instruction providers such as Boulder Public Library's Learning to Read Program. This allows the smaller, more isolated literacy groups to address certain topics more effectively.

Denver Metro PLUS will spend the next year organizing events and activities to attract new students to local literacy programs. A secondary goal will be to attract volunteer tutors. The group's next event will be to invite nationally known cartoonists to the Denver 16th Street Mall. (See the related article in this issue for further details.)

Congratulations, Diana!

-- Phyllis Wibby --

WATCH FOR LTRP VIDEO PSA

We are very excited about the success of the new LTRP thirty-second public service announcement video tape that has been distributed to approximately thirty video rental stores in the community.

The theme is "Some of the Best Things in Life Require the Ability to Read" and features several positive literacy-related images and the LTRP logo, with a voice-over of the program phone number.

Store managers and staff have been very cooperative in their willingness to run the tape during their heavy traffic hours, and thanks to their support and IBM's contribution in making seventy copies of the tape, the response seems very encouraging.

Thanks to everyone who worked to make this video a success - especially IBM. We'd also like to thank the following video stores that are airing the video:

Video Stores in Boulder:
Home Entertainment Center
National Video
Now Showing LTD
Sounds True Library
Video Gallery
The Video Station
Fred Schmidt
McDuff Electronics
Picaflic
North Village Video
Buff TV Rental
Mike's Camera

Elsewhere in Boulder County:
National Video - Lafayette
Teresa's Family Video - Louisville
Video Mania - Lyons
Video USA - Lafayette
Village Video - Nederland
Mr. STVe's Rental - Lafayette
Erie Family Video - Erie
The Video Works - Lafayette

-- Deborah Gallagher --

BOULDER PUBLIC LIBRARY FOUNDATION AWARDS GRANT FOR COMPUTER TO LTRP

The Boulder Public Library Foundation has awarded a grant to the Learning to Read Program for the purpose of purchasing a computer and small printer. Having a computer in the office will make it much easier for the LTRP coordinator to run the program, which in turn means that she will be more available to tutors and students.

When the computer arrived there was a long list of program needs awaiting it including managing LTRP's budget, keeping a list of the books in the program, and general correspondence and notices to tutors, other volunteers, other libraries and other literacy programs. LTRP is also looking into purchasing a set of software for students to use.

LTRP is very pleased to have the computer and sincerely appreciates the support of the Boulder Public Library Foundation. -- Christie McElhinney --

SUCCESSFUL INSERVICES HELD FOR TUTORS

The April 26th inservice was regarded by all who attended as an extremely valuable and inspirational learning experience. Speaker Dian Bates-Davis of the Colorado Department of Education shared her expertise on the Language Experience Approach, giving suggestions which are especially useful for those working with beginning students. In this technique, the student looks at a picture and dictates sentences based on that picture, which the tutor writes down verbatim. The student then copies what the tutor has written. Tutor and student then do a series of exercises based on the words used in the story to reinforce the student's learning of new vocabulary words.

Louise DeBooy of Jefferson County Adult High School addressed our group on May 24th. This inservice for tutors working with intermediate students was the one that had been previously postponed due to snow, but it was certainly worth the wait! Topics covered included the use of context clues and phonics as word attack skills, and an explanation of the neurolinguistic programming approach (NLP). Tutors found the information enlightening; as one tutor commented, "The NLP approach is fascinating!".

Copies of the handouts explaining these techniques are available for tutors who were unable to attend these inservices. To those tutors who did attend, a note of thanks for your dedication to your students and your commitment to the Learning to Read Program. --Holly Munk-

DAILY CAMERA IS COMMITTED TO LITERACY

Boulder residents are lucky to have in their town a newspaper that is truly concerned about human problems such as illiteracy. Evidence of this was to be found in an article in the Accent section of the *Daily Camera* on May 15, 1988. Due to this article the Learning to Read Program is receiving many more calls than usual from interested people.

The article describes the reasons for adult illiteracy and the numbers of illiterate adults in Colorado. It tells of the unique situation in Colorado, where we have the highest number of college graduates per capita in the nation but we also have as many as 400,000 illiterate adults. The article goes on to explain the three main categories of illiteracy and what motivates people to seek help. Perhaps the most important message the article gives is the challenge we face in reaching the people who need and want to learn to read.

Credit should also be given to two students of the Learning to Read Program for allowing themselves to be interviewed for this article. It's exciting to know they are doing so well in the program that they now have the confidence to tell others about their experiences. The *Camera* has also been running a full-page ad about our program which is bringing new students and tutors.

If you didn't have an opportunity to read this excellent article or see the ad you can find copies hanging on the wall of the porch in the Learning to Read Program office. Thanks again to the Camera.
-- Kathy Ward --

Thanks to Dave Farwell for donating his time to develop a speakers' briefing for our advisory committee to use in speaking to groups. We'd also like to thank Dave for helping us make sense of the complicated issue of transferring all of our program data from Wordstar 2000 to Q & A. Keeping track of all of our volunteers, donors, and referral agencies will be much easier now. Thanks again, Dave.

MILESTONES

EDITOR'S NOTE:

We are considering a new column for sharing our students' achievements, and need your input. Anytime you feel your student has overcome a particularly difficult obstacle, reached a milestone, or has just done an exceptional job on an assignment, we would like to know.

Bring an account along with a brief explanation of your own to the LTRP office or send a copy to:

"Milestones"
c/o Learning to Read
Boulder Public Library
P.O. Drawer H
Boulder, CO 80306

Each quarter we will choose one or more of the contributions (depending on newsletter space availability) for our "Milestones" column.

Please help us in our effort to praise and encourage your student.

TUTOR NOTE: My student recently became pregnant for the first time, so, for part of our work together, I try to include this very exciting aspect of her life. This particular assignment "Choosing a Name for My Baby" turned out so well that I wanted to share it.

This student has been with the LTRP for just over eight months and has shown tremendous progress. She's very enthusiastic and studious, always show up and has her assignments completed. Her main motivation? She does NOT want to be a non-reading mother! The following is an account written by my student.
--Barbara Denny--

Choosing a Name for My Baby

Early one Sunday morning about a month or two ago, Chris and I could not sleep. We lay in bed talking. The subject of babies came up, of course. We both lay there trying to think of names for the baby. But none were coming to mind. So I said to Chris, "I'll go get the baby book".

We lay there for hours going first through the girls' names then the boys'. We had some ideas of names before we started. But as we read through the names our ideas were changing. For instance, we both liked the name Joshua, but not anymore. Chris decided he does not like it.

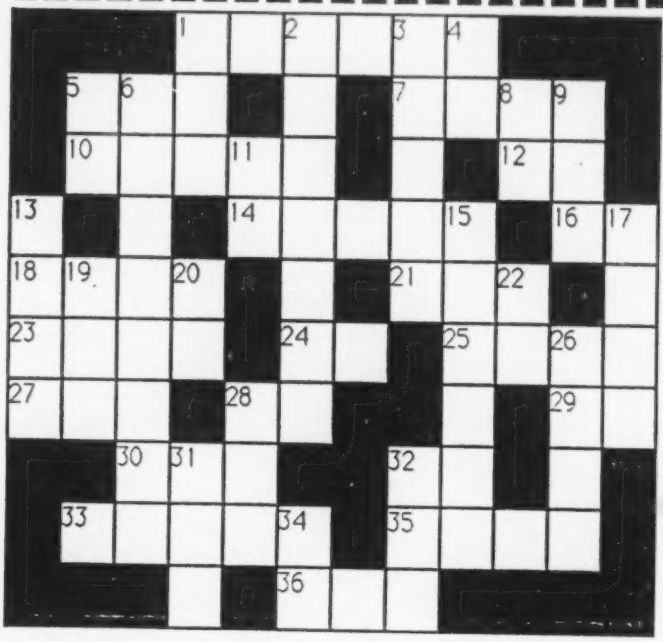
Growing tired of going through the names, Chris had an idea: go through the 100 most popular names for girls and boys. The girls' were easy. We had picked out at least ten names. Then we narrowed it down to Holly or Louise. But when we went through the boys' names it wasn't so easy. Every name I suggested Chris did not like. Well, that's not all true. Chris did like one name, David, but he liked Keith better. That was the only name he really liked. By this time Chris and I were hungry. So we stopped going through the names. But we both decided to think about it for awhile.

For the next month I thought about the names we both liked. And the more I thought about it the more I liked Holly better than Louise for a first name. I liked both David and Keith but Chris liked Keith better so I decided I like Keith, too. So with these new ideas I went to Chris and told him about them. He also liked these new ideas, but he said we have plenty of time to choose.

Since we had decided on the first name all we needed to do was pick out a middle name. I took my friend's suggestion about using the father's first name as a middle name for the boy's name. So now we have Keith Christopher. And for the girl's name, well, I'm still not sure. But I do like Holly Marie. Chris likes both of these names. But as I said before, we have plenty of time to decide.

LEARNING TO READ PROGRAM
BOULDER PUBLIC LIBRARY
1000 Canyon Blvd.
P.O. Drawer H
Boulder, CO 80306

Non-profit org.
U.S. Postage Paid
Boulder, Colo.
80302
Permit No. 387



ACROSS

1. They picked red ____ from the old tree.
5. They will ____ some sandwiches at lunch time.
7. Plan to ____ on Election Day.
10. I had a bad ____ after I went to sleep.
12. Turn ____ the TV.
14. He wore a ____ coat and tie to church.
16. Where ____ you want to have lunch?
18. It was his ____ to buy a new car.
21. Opposite of "no".
23. She made her weekly shopping ____.
24. What time ____ it?
25. Will you have ____ more cake?
27. ____ me drive you to the store.
28. He eats ____ egg for breakfast.
29. Put your sandwich ____ a paper bag.
30. The old man can't hear with his bad ____.
32. Will you ____ home for dinner?
33. She ____ the numbers together to get the right answer.
35. She ____ numbers very quickly.
36. He drives an ____, second hand car.

DOWN

1. They ____ at McDonald's last night.
2. My favorite pie is ____.
3. They go to New York ____ year.
4. He was ____ tired that he went to bed.
5. A man's name.
6. He was ____ for speeding.
8. They went ____ church on Sunday.
9. What time did the church service ____?
11. I'm working as fast ____ I can.
13. ___ the glass with water.
15. The teacher ____ the children in reading and numbers.
17. Please ____ the door for me.
19. Roses will ____ with no water.
20. He looked ____ the clock.
22. I am ____ happy to see you!
26. Did you ____ the bus?
28. We ____ late for work.
31. He reads the want ____ every day.
32. She has a ____ cold.
34. ____ you know my friend?

Crossword reprinted with permission from Project Learn, Cleveland, Ohio.

Puzzle words: apples, list, ate, open, eat, is, pumpkin, die, some, at, vote, let, every, so, miss, so , dream, an, Ed, are, on, in, ads, arrested, ear, to, bad, sport, do, be, end, do, idea, added, as, adds, fill, yes, old, tested.

This is a reminder to tutors that the Daily Camera has generously offered free three-month subscriptions to students in our program. Several students are currently participating and enjoy getting their papers every morning. Call the Learning to Read Program at 444-5599 if your student is interested.

APPENDIX D

"Campaign for Literacy Summary Sheet"

Learning to read
Opening up new worlds

Statistics from the 1989 Campaign for Literacy:
(results as of November 27, 1989)

new students enrolled: 16
students referred to other programs: 2
new volunteers to tutor: 12+
inquiries/information requests: 6

cash received: $1,254.00
from 35 walkers = $35.83 per walker
donations received from 135 sponsors = $9.29 per donor

number of walkers: 66
number of routes assigned: 145
number of flyers distributed: 7,300

A project of the Boulder Public Library
1000 Canyon Blvd. P.O. Drawer H Boulder, CO 80306
Hotline no. 303 444 5599 Project Coordinator 303 441 3142

APPENDIX E

Copies of Computer Databases

Vol ID#: ----------VOLUNTEER----------count:
VolMrMs: VolLast: VolFirst:

VolHomePh: VolWorkPh: VolTitle:

VolCompany: Rolodex:

VolP.O.BOX: Voladdr2:

VolCity: VolState: VolZip: TutStatus:

VolEdLevel: VolEdEmph:
Ready: ContactPerson: VolStatus:
----------TRAININGS----------
InitialTraining:
09/15/87: 09/26/87: 10/06/87: 02/16/88: 02/20/88: 04/26/88:
05/24/88: 09/17/88: 09/29/88: 11/30/88: 03/13/89: 04/12/89:
06/14.20.21/89: 9/19/89: 11/15/89:
----------TUTOR/STUDENT MONTHLY REPORT FORMS----------
1/89: 2/89: 3/89: 4/89: 5/89: 6/89: 7/89: 8/89: 9/89: 10/89: 11/89: 12/89:

----------OTHER WAYS PERSON WILL VOLUNTEER----------
Newslettwriting: Newslettproduction: graphics: dataentry:
studentrecruit: fundraisevents: directmail: grantwriting:
publicity.P.R.: office: phone: crosswords:
distribution: cataloguing: other:
----------SPECIAL SKILLS----------
Volskill:

----------HOURS DONATED----------
#Hrs.PerWk.Tutoring: #Hrs.PerWk.Prep:
CurrentMonth: #Wks.inThisMonth:
TimeToCalculateVolunteerHours?:

tutorprep-m:	tutorprep-s88:	tutorprep-f88:	tutorprep-c:
tutoring-m:	tutoring-s88:	tutoring-f88:	tutoring-c:
newslett-m:	newslett-s88:	newslett-f88:	newslett-c:
graphics-m:	graphics-s88:	graphics-f88:	graphics-c:
dataentry-m:	dataentry-s88:	dataentry-f88:	dataentry-c:
directmail-m:	directmail-s88:	directmail-f88:	directmail-c:
grantwrit-m:	grantwrit-s88:	grantwrit-f88:	grantwrit-c:
pub.,P.R.-m:	pub.,P.R.-s88:	pub.,P.R.-f88:	pub.,P.R.-c:
office-m:	office-s88:	office-f88:	office-c:
phone-m:	phone-s88:	phone-f88:	phone-c:
crosswords-m:	crosswords-s88:	crosswords-f88:	crosswords-c:
distrib.-m:	distrib.-s88:	distrib.-f88:	distrib.-c:
cataloguing-m:	cataloguing-s88:	cataloguing-f88:	cataloguing-c:
adv.comm-m:	adv.comm-s88:	adv.comm-f88:	adv.comm-c:
inservice-m:	inservice-s88:	inservice-f88:	inservice-c:
training-m:	training-s88:	training-f88:	training-c:
other-m:	other-s88:	other-f88:	other-c:
total-m:	total-s88:	total-f88:	total-c:

Volunteer database

dateupdated?: timeupdated:
itemize-m:
itemize-s88:
itemize-f88:
itemize-c:
----------SPECIAL INTERESTS AND PREFERENCES----------
Interests:

Preferences:
----------AVAILABILITY----------
TutorPlace:

SUNDAY	MONDAY	TUESDAY	WEDNESD.	THURSDAY	FRIDAY	SATURDAY
sun0809:	mon0809:	tue0809:	wed0809:	thu0809:	fri0809:	sat0809:
sun0910:	mon0910:	tue0910:	wed0910:	thu0910:	fri0910:	sat0910:
sun1011:	mon1011:	tue1011:	wed1011:	thu1011:	fri1011:	sat1011:
sun1112:	mon1112:	tue1112:	wed1112:	thu1112:	fri1112:	sat1112:
sun1213:	mon1213:	tue1213:	wed1213:	thu1213:	fri1213:	sat1213:
sun1314:	mon1314:	tue1314:	wed1314:	thu1314:	fri1314:	sat1314:
sun1415:	mon1415:	tue1415:	wed1415:	thu1415:	fri1415:	sat1415:
sun1516:	mon1516:	tue1516:	wed1516:	thu1516:	fri1516:	sat1516:
sun1617:	mon1617:	tue1617:	wed1617:	thu1617:	fri1617:	sat1617:
sun1718:	mon1718:	tue1718:	wed1718:	thu1718:	fri1718:	sat1718:
sun1819:	mon1819:	tue1819:	wed1819:	thu1819:	fri1819:	sat1819:
sun1920:	mon1920:	tue1920:	wed1920:	thu1920:	fri1920:	sat1920:
sun2021:	mon2021:	tue2021:	wed2021:	thu2021:	fri2021:	sat2021:

----------CURRENT STUDENTS----------
Stu1MrMs: Stu1Last: Stu1First:
Stu1Phone: Stu1Addr1:
Stu1City: Stu1state: Zip:

Stu1Status: Stu1Intake: Stu1Match:
Stu1Tutors: Stu1Refer:
Stu1Disc: ReasonDiscontinued:
Stu1MeetPlace: Stu1MeetDay: Stu1MeetHours:

Stu2MrMs: Stu2Last: Stu2First:
Stu2Phone: Stu2Addr1:
Stu2City: Stu2State: Stu2Zip:
Stu2Status: Stu2Intake: Stu2Match:
Stu2MeetPlace: Stu2MeetDay: Stu2MeetHour:
----------FORMER STUDENTS----------
PastStudent: Begin,EndDates:
ReasonDiscontinued:

PastStudent: Begin,EndDates:
ReasonDiscontinued:

OtherPastStudents:

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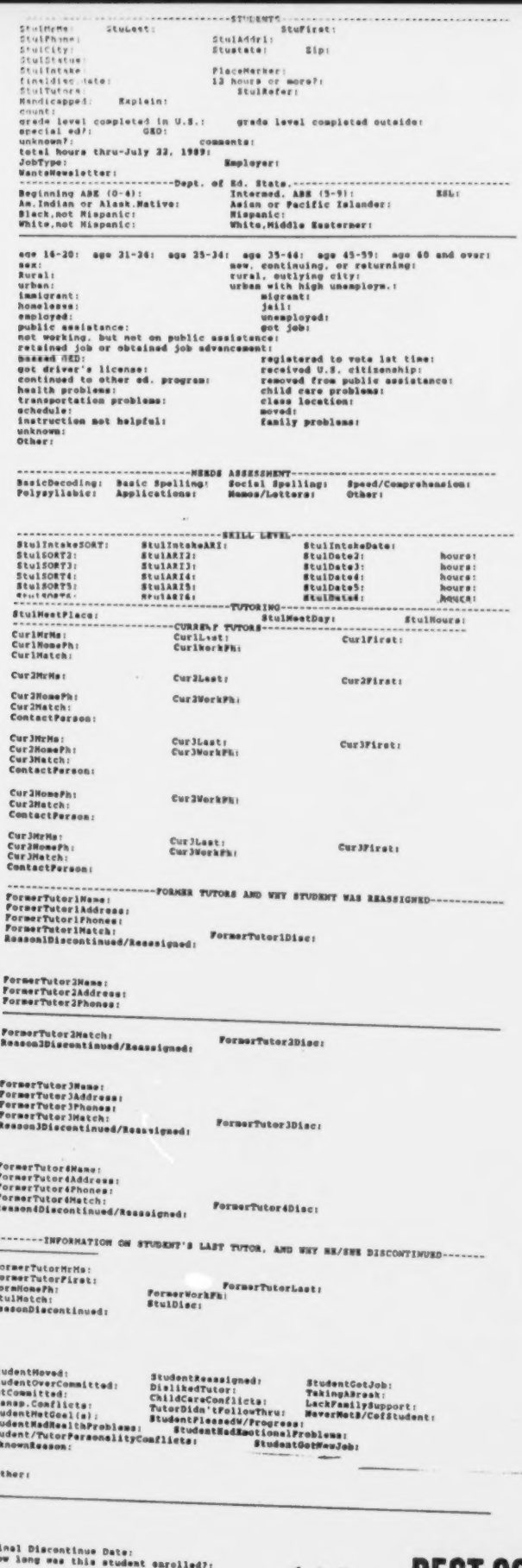
----------NEEDS ASSESSMENT----------
BasicDecoding: Basic Spelling: Social Spelling: Speed/Comprehension:
Polysyllabic: Applications: Memos/Letters: Other:
---
his:

Student database



STUDENTS

StuMrMs: StuLast: StuFirst:
StulPhone: StulAddr1:
StulCity: Stustate: Zip:
StulStatus:
StulIntake: PlaceMarker:
finishing date: 12 hours or more?:
StulTutors: StulRefer:
Handicapped: Explain:
count:
grade level completed in U.S.: grade level completed outside:
special ed?: GED:
unknown?: comments:
total hours thru-July 32, 1989:
JobType: Employer:
WantsNewsletter:

Dept. of Ed. State

Beginning ABE (0-4): Intermed. ABE (5-9): ESL:
Am.Indian or Alask.Native: Asian or Pacific Islander:
Black,not Hispanic: Hispanic:
White,not Hispanic: White,Middle Easterner:

age 16-20: age 21-24: age 25-34: age 35-44: age 45-59: age 60 and over:
sex: new, continuing, or returning:
Rural: rural, outlying city:
urban: urban with high unemploym.:
immigrant: migrant:
homeless: jail:
employed: unemployed:
public assistance: got job:
not working, but not on public assistance:
retained job or obtained job advancement:
passed GED: registered to vote 1st time:
got driver's license: received U.S. citizenship:
continued to other ed. program: removed from public assistance:
health problems: child care problems:
transportation problems: class location:
schedule: moved:
instruction not helpful: family problems:
unknown:
Other:

NEEDS ASSESSMENT

BasicDecoding: Basic Spelling: Social Spelling: Speed/Comprehension:
Polysyllabic: Applications: Nemos/Letters: Other:

SKILL LEVEL

StulIntakeSORT: StulIntakeARI: StulIntakeDate:
StulSORT2: StulARI2: StulDate2: hours:
StulSORT3: StulARI3: StulDate3: hours:
StulSORT4: StulARI4: StulDate4: hours:
StulSORT5: StulARI5: StulDate5: hours:
StulSORT6: StulARI6: StulDate6: hours:

TUTORING

StulMeetPlace: StulMeetDay: StulHours:

CURRENT TUTORS

CurlMrMs: CurlLast: CurlFirst:
CurlHomePh: CurlWorkPh:
CurlMatch:

Cur2MrMs: Cur2Last: Cur2First:
Cur2HomePh: Cur2WorkPh:
Cur2Match:
ContactPerson:

Cur3MrMs: Cur3Last: Cur3First:
Cur3HomePh: Cur3WorkPh:
Cur3Match:
ContactPerson:

Cur2HomePh: Cur2WorkPh:
Cur2Match:
ContactPerson:

Cur3MrMs: Cur3Last:
Cur3HomePh: Cur3WorkPh: Cur3First:
Cur3Match:
ContactPerson:

FORMER TUTORS AND WHY STUDENT WAS REASSIGNED

FormerTutor1Name:
FormerTutor1Address:
FormerTutor1Phones:
FormerTutor1Match: FormerTutor1Disc:
Reason1Discontinued/Reassigned:

FormerTutor2Name:
FormerTutor2Address:
FormerTutor2Phones:

FormerTutor2Match: FormerTutor2Disc:
Reason2Discontinued/Reassigned:

FormerTutor3Name:
FormerTutor3Address:
FormerTutor3Phones:
FormerTutor3Match: FormerTutor3Disc:
Reason3Discontinued/Reassigned:

FormerTutor4Name:
FormerTutor4Address:
FormerTutor4Phones:
FormerTutor4Match: FormerTutor4Disc:
Reason4Discontinued/Reassigned:

INFORMATION ON STUDENT'S LAST TUTOR, AND WHY HE/SHE DISCONTINUED

FormerTutorMrMs:
FormerTutorFirst: FormerTutorLast:
FormHomePh: FormerWorkPh:
StulMatch: StulDisc:
ReasonDiscontinued:

StudentMoved: StudentReassigned: StudentGotJob:
StudentOverCommitted: DislikedTutor: TakingABreak:
NotCommitted: ChildCareConflicts: LackFamilySupport:
Transp.Conflicts: TutorDidn'tFollowThru: NeverMetB/CofStudent:
StudentMetGoal(s): StudentPleasedW/Progress:
StudentHadHealthProblems: StudentHadEmotionalProblems:
Student/TutorPersonalityConflicts: StudentGotNewJob:
UnknownReason:

Other:

Final Discontinue Date:
How long was this student enrolled?:

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APPENDIX F

Local Newspaper Coverage

Daily Camera
WEDNESDAY
August 23, 1989

TODAY

New readers sing praises of program

Learning to Read needs city funding to survive

By SALLY McGRATH
Camera Staff Writer

Boulder adults, who are just learning to read, shared poignant stories Tuesday with the City Council in hopes of winning continued funding for the Learning to Read literacy program.

Their comments came at the first hearing on the proposed 1990 city budget. The hearing attracted more advocates of the literacy program than any other city service.

City officials have included $28,000 in the proposed $77.3 million 1990 budget for the Learning to Read program. Without it, the literacy program, which has helped nearly 200 people learn to read, is in danger of folding.

"The basic situation is right now we are funded until Oct. 1, which isn't too far away," program assistant Holly Munk said Tuesday.

"If the city budget passes, we will have funding from January 1990 to January 1991."

The Boulder Public Library will begin funding the program in 1991.

Several literacy students told the council the program had changed their lives.

"This was a turning point in my life," said Birdia Allen, a widow with 15 children who has been a student in the program for two years. "Learning to read has opened a new world for me."

Allen said she can now read letters, newspapers and signs. For the first time, she can fill out job applications — a skill that led to employment this week by the University of Colorado food service division. That announcement brought a round of applause Tuesday night.

Unlike Allen, who lacked the opportunity for an education while growing up in the South, Jim Bloomer landed in the program following a bicycle accident that damaged his brain and destroyed his reading skills.

"I love this city because it's making me able to read again and helping me help myself," Bloomer said.

Dyslexia, a learning disability, kept Mark Reed's reading skills at a third-grade level until he enrolled in the program. Now, he reads at a sixth-grade level.

"One day my niece came to me with a toy with a label on it, and I couldn't read the label," Reed said. Instead of telling her he could not read, "I told her I was busy. Then I thought, 'what would I tell my own son or other people?' " That convinced him to enter the program.

Program director Diana Sherry said the city funding will pay her salary. The remainder of the $42,000 budget will come from private, corporate and grant sources, she said.

Until this year, the city received a federal grant that covered most of the costs of the 2½-year-old program. Those costs include a part-time assistant, materials and a hotline. Teachers and tutors are volunteers.

The council also heard Tuesday night from three people who were unhappy with the city's fire code regulations, which are forcing businesses to install costly sprinkler systems.

Gail Culp accused the Boulder Fire Department of using "Gestapo tactics," including threats of fines and business closures, to enforce the regulations.

Steve Hall, assistant to the city manager, said the controversial regulations are being re-examined

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Sunday Camera

November 27, 1988

BILL SCANLON

CAMERA STAFF WRITER

Literacy changes Rick Seeley's life

Bookstores beware, Rick Seeley, 37, is on a roll.

A year ago, he couldn't read this sentence. Six months ago, he mastered "Choo Choo Charlie" and then Dear Abby and a "killer chili recipe."

A few months ago, newspapers unlocked their words to him, and two weeks ago he received a book as a gift for the first time.

Lately, he's been spotted trotting down the stairs of the Boulder Bookstore, sitting on "that creaky old chair" and reading "any book that interests me."

Rick Seeley is a happy man.

For so long, he was one of those adults who fake it, who pretend they can read. He always ordered T-bone steak and just prayed it was on the menu.

Raised by an alcoholic mother in upstate New York, Seeley finished only a few grades before he began a dizzying journey through foster homes and truancy officers.

At 14, he was chopping trees at a group home. At 17, he'd fled and they forgot about him.

At 19, he was married with a pregnant wife, a collapsed lung and a welfare check, but finally caught a break — he landed a job as a machinist at IBM.

But at 21 he was divorced, at 30 a near hopeless alcoholic and drug addict.

He triumphed over the drugs and the drinking and the bad marriage.

But to learn to read — maybe that was too tough. "That's one thing you can't do yourself," he told me. "You need the help of others."

He'd switched over to a customer service job at IBM Boulder a couple years ago, but he wasn't doing very well because it took him about 15 minutes to write down a person's name and relay a telephone message.

Last year, he watched the television movie "Bluffing It" about an adult illiterate, and telephoned the 800 number they kept showing between commercials. They told him someone would get in touch with him.

"I told myself that I'd give them one day and if no one called, I'd blow it off," he said. But the Learning to Read Program at the Boulder Public Library was too fast for him.

A woman named Virginia Allen brought him in for an interview the next day and asked him to read a sentence about a robbery in a convenience store.

"They wanted to see if I was too far gone," Rick surmised at the time.

"I barely got through that sentence. I struggled across *'convenience,'* and that just about killed me. I almost fell apart emotionally. Reading that sentence signaled a commitment, that I had opened up to do something and had to pull through. It was scary."

They gave him a tutor named Gina, and for two hours each Tuesday evening he would struggle through books. He started with knocking knees and first-grade books, with simple rhymes like "toes, nose, bows."

But things started to happen — trust and then laughter and then hope. Before long, "I got itchy to read something" besides the story books.

Gina "introduced me to the library. I got a library card — I felt like an American."

And the best part of all? He learned about the power and pleasure of words.

He read his horoscope and about B-1 bombers and about the Broncos. "To turn around to someone and say, 'Did you see this that I just read?' It's amazing. It's absolutely amazing."

He wrote a letter to the Internal Revenue Service, he wrote to the court in New York that has been overseeing his child-support payments for 18 years.

"My self-esteem has come back. I pick up things, I start reading them. People ask me how to spell words and I'm 99 percent sure I'm giving them the right answer. And you know what? There's an awful lot of people out there who can't spell."

Earlier this month, Seeley voted for the first time, and he discovered something a lot of us already knew.

"That voting ballot? That's all mumbo jumbo. But I know that now!"

Now, Seeley is an ambassador for reading. He's on the executive board of Learning to Read; he is helping IBM put together a program to encourage other poor readers to get help; he will be talking about the importance of reading to local elementary schools.

"I need to write (Learning to Read) a letter. I really don't think they realize the impact they've had on my life."

Eighty-five Boulder County adults are learning to read in the Boulder Library program. It is estimated that as many as 7,500 Boulder County adults are functionally illiterate. If you know one, you might pass on the number of Learning to Read: 444-5599.

Daily Camera
Established 1891
An Editorially Independent Newspaper

JOHN L. DOTSON JR.
President and Publisher
BARRIE M. HARTMAN
VP/Executive Editor
LAURENCE T. PADDOCK
Editor
WILLIAM JORDAN
Editorial Page Editor
GLENNYS McPHILIMY
Associate Editor

There's help for learning to read

The Learning to Read program that operates out of the Boulder Public Library reveals a good deal about people in our county.

For one thing, they are eager to volunteer whenever something needs to be done to improve the quality of life for others. When the call went out for non-paid tutors to work with adults who cannot read, the number of teachers soon exceeded the number of students.

But the other part of that equation is not so encouraging. It is difficult to reach those who need the help. Here, as in communities around the country, adults try to hide their illiteracy from friends, neighbors and employers. In fact, with the generally high level of education in Colorado, it may be even harder here to acknowledge this shortcoming.

As of September, there were about 85 adults enrolled in the program at the library. A literacy campaign sponsored by the Daily Camera, in which volunteers went door-to-door to publicize the program, netted 16 additional students.

But an estimated 6,400 Boulder County residents are functionally illiterate, meaning that at best they have less than eighth-grade reading skills and can comprehend only the simplest of materials. Some of them can't decipher the written word at all.

In Colorado, illiteracy estimates range from 200,000 to 400,000. The U.S. Department of Education says that more than 27 million adult Americans can't read or write well enough to perform the basic requirements of everyday life. Another 45 million are barely competent in basic skills.

The situation has been called an economic time bomb since jobs that could be filled by those with low or no literacy skills are disappearing, and jobs being created increasingly call for education beyond high school.

Illiteracy contributes to a whole range of social problems facing the country. But even those who manage to lead productive lives are missing many experiences and enjoyments that others take for granted.

Anyone who knows an individual whose life would be enriched by improved reading skills should encourage them to look into the library program (444-5599). They will be paired up for weekly private sessions with a tutor.

During the September drive, 30 more individuals signed up to teach. The only ingredient missing is more students to keep these eager instructors busy.

Daily Camera

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Jail a good place to learn to read

The link between illiteracy and the likelihood of being in jail has long been established. More often than not, prison inmates lack basic educational skills, including the ability to read.

Now, Gov. Roy Romer and state corrections officials would like to link the improvement of those skills while in prison with the right of an inmate to be released.

Details have yet to be worked out and legalities may have to be overcome, but the idea is that inmates might be declared ineligible for parole unless they had achieved fifth-grade-level reading skills, or they might earn reduced sentences by participating in literacy programs.

The thinking behind the proposal — and it is sound, in our opinion — is that incentives should be in place to encourage inmates to make use of their time in prison to become better prepared to hold jobs after they get out.

This thinking is in line with a nationwide concern about illiteracy and its threat to our institutions, productivity and standard of living. A new study on adult literacy points out that 75 percent of the people who will make up the American workforce in 2000 are adults today, already beyond school age. And 20 to 30 million of them are seriously handicapped by a lack of basic skills.

The Learning to Read Program at the Boulder Public Library currently has 80 students working with individual tutors, but coordinator Diana Sherry says that until the program is serving 6,400 people in Boulder County, it won't be reaching all of those who need the help.

Interestingly, in light of the governor's idea for prisons, Learning to Read has just begun a program at the Boulder County Jail. Four volunteer tutors are working twice a week with four inmates who want to improve their reading levels.

Reading is the core of any basic education program, says Dan Nypaver, a grant employee who directs the jail's remedial learning and GED (high school equivalency) programs. He also wants to begin offering inmates English as a second language, again using volunteer teachers.

Overcrowded prisons, growing numbers of adult Americans who cannot support themselves, the need for an increasingly educated workforce — these and other factors are converging to alert the country that it is moving from problem to crisis on several fronts. Any idea with potential needs to be explored, and providing educational opportunities and incentives for a "captive" population certainly is one of them.

Literacy campaign expands to office

By ELIZABETH FOLEY
For the Camera

In an attempt to increase awareness of illiteracy in the workplace, the Boulder Public Library is looking for two companies in Boulder to set up trial in-house literacy programs.

Participation in the program would be free to the two companies, said Diana Sherry, director of the library's Learning to Read program.

DIANA SHERRY

A $32,273 grant from the state and federal Departments of Education will cover salaries of library staff members who set up the program, plus expenses. The program will identify employees needing literacy education and match them up with tutors.

One out of every five employees in the United States can't read beyond an eighth grade level, according to Sherry.

Most employers have a stereotyped image of illiterate people as being uneducated and unintelligent — which isn't true, Sherry said.

"It's my opinion that companies don't think they have a problem with illiteracy." Most Learning to Read students are people who others "wouldn't know are illiterate unless someone told them," Sherry noted. "They perform their jobs well. But they can't do the paperwork.

"They can read the materials they need to, like manuals, and operate equipment, like computers, but they panic at the prospect of being promoted or being moved from their present job, because they don't have the skills to handle it."

The first step for businesses is to identify workers who are illiterate, said Sherry. Then, they have the options of setting up an "in house" literacy program or sending illiterate employees to an outside organization.

The future will pose more challenges for the functionally illiterate, Sherry noted. "Because of increasing technological advances," she explained, many who are able to do their jobs now may not be able to do so in the future. "Companies are weeding out manual labor and moving towards service-related jobs."

By the year 2000, 90 percent of all new jobs will be in the service industries and the remaining 10 percent will be in manufacturing, according to the U.S. Department of Labor.

"What this means," said Sherry, "is that, in the future, we could have simultaneous high unemployment and companies unable to fill entry-level positions because applicants won't have the literacy skills needed," she said.

For more information, contact Sherry at the Boulder Public Library, 441-3100. ■

Daily Camera 2/89

Learning to Read Program

Students Honored for Achievements

by PETER POCHNA

On Sunday, July 23, members of the Boulder Public Library's Learning to Read Program held an awards ceremony at North Boulder Park. The purpose of the event, according to Diana Sherry, the program's director, was "to honor the work the students and tutors have done for the last two years and to allow the students to get to know one another." The ceremony was the second put on by the LTRP during its 2-1/2 year existence.

A majority of the program's 80 students and 100 volunteers came to the event to enjoy a pleasant summer picnic and to see the most dedicated participants receive certificates. Student Mark Reed accepted the top prize, a dictionary and a one-year newspaper subscription donated by The Daily Camera, for studying 347 hours with the program.

> *"Now one of my best friends is a pencil and paper."*

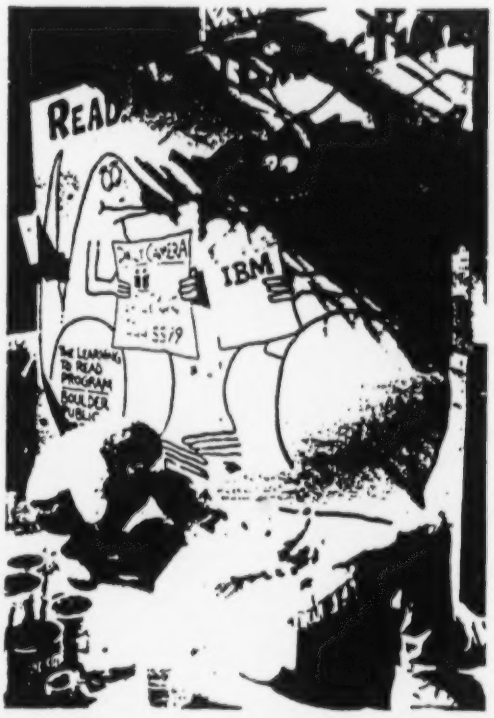
In a speech to the gathering, one student captured the significance of the event when he said, "Learning to read and write has been one of the greatest accomplishments of my life."

For the volunteers, Virginia French-Allen was recognized for contributing an astounding 950 hours to the program, more than any other volunteer. French-Allen, who interviews incoming students and helps train new tutors while also working as a tutor herself, said, "I think it's great to have this social gathering. It's going wonderfully well."

The evening was highlighted by several students giving speeches detailing their experience with the program. Several students said that their dream is to someday teach someone else to read.

Rick Seeley, the student representative on the LTRP's Advisory Board, exemplifies the program's success. In his speech he said, "With the program's help I've done some things I never thought I could do ... now one of my best friends is a pencil and paper." Two accomplishments for Seeley since entering the program were getting $100 for submitting a viable suggestion to his company, IBM, and voting in a presidential election for the first time. He donated the $100 he made to the LTRP, saying, "Before enrolling in the program I wouldn't have been able to write up that suggestion."

Many other student speakers related similar experiences, making the evening a celebration of the LTRP's success. Student Jane Lopez concluded her speech by saying, "I love the literacy program. I will do anything to help it continue." Hopefully such spirit will help the program maintain its strong record of achievement.



ABOVE RIGHT TO LEFT: Phil Yeh and Richard Dinges from Cartoonists Across America, paint a poster for BPL's 1988 literacy campaign.

Photo: Mindy Schantz

Albert Malloy speaks as Rick Seeley, LTRP student, and Diana Sherry, Program Coordinator, enjoy the sun.

Volunteers Needed for 3rd Annual Campaign

by PETER POCHNA

The Learning to Read Program will promote its third annual Campaign for Literacy September 8th-10th in conjunction with the September 8th celebration of International Literacy Day. The campaign entails the distribution of approximately 10,000 fliers throughout the Boulder, Louisville, and Lafayette neighborhoods with the highest high school dropout rates. The fliers will attempt to attract illiterate individuals to the LTRP's free tutorial services.

Diana Sherry, director of the LTRP, says, "The Campaign always raises our visibility. We want to reach as many people as possible." She points out that the fliers are effective in reaching prospective students because "family and friends see the fliers and give them to people that need help. Also, most non-readers can figure it out on their own as they can recognize the word 'read.'"

For the campaign to be successful, the LTRP needs at least 100 volunteers to distribute fliers. Distribution involves walking two or more of the 170 routes the LTRP has mapped out. Routes take a half hour to walk and can be completed individually or in teams at any time from September 8-10.

Aside from walking a route, people can get involved by sponsoring a walker. Sponsorship means pledging a certain amount of money for each route a walker covers. The money will go directly to the LTRP and will help the program continue its valuable services.

Sherry says, "The country is definitely losing the battle against illiteracy." If you would like to help turn this battle around then call 444-5599 to express an interest in participating in the literacy campaign. There will be an organizational meeting for volunteers on the evening of September 6th from 7:00 to 8:00 p.m. in the Library auditorium.

Boulder Public Library Newsletter

Libraries get federal money

The Boulder Public Library has received about $17,000 and the Louisville Library about $2,700 in federal money reserved for public library services.

Boulder's library will get $5,413 for a literacy project that will collect and analyze information on successful student-tutor pairs. It also will get $11,768 for cataloging manuscript and photograph collections.

The Louisville Public Library will get $2,767 for cataloging and organizing historical photographs.

The federal money is held by the Colorado State Board of Education, which has approved the release of $447,440 in federal Library Services and Construction Act money.

Literacy program heads list of budget petitioners

By JILLIAN FELDMAN
Colorado Daily Staff Writer

Boulder residents turned out in force Tuesday night to pitch the City Council for a portion of the city's 1990 proposed budget.

Petitioners included representatives of the Boulder Valley Balloon Classic, the Upstart Crow Theater Co. and building owners concerned about the expense of installing sprinkler systems to comply with the city's fire code.

But it was participants from Boulder's Learning to Read program that stole the show, relating account after account of how the service had changed their lives. Advocates of the program hoped to convince the council to continue funding the program, for which the city no longer receives federal grant money.

Wilbert Wing, who credited the literacy program with teaching him to read, told the council: "For 45 years, I didn't know how to read or write. The reading program is a necessary tool, and without it, my life would not be important to this community."

Richard Seale, a two-year participant in the program, said his reading has improved from a first-grade level to where "I am able to vote in an election, write letters, read the newspaper and use a library card."

These experiences, he said, "have opened up a whole new world to me."

The literacy program is staffed mostly by volunteers, but funding is required for materials, training of tutors and salary for its full-time coordinator. The city has not committed to continuing funding for the program.

Overall, the budget picture for the city looks good, acting City Manager Dave Knapp told the council.

Despite the proposal to spend 7.4 percent more next year than in 1989, the city still is left with an extra $200,000 in its cash reserve, said Budget Director Steve Fisher. And that's on top of $10 million already in the reserve fund.

City coffers got their biggest boost this year from sales-tax growth, said Fisher. Other revenue sources for the city include property taxes, construction taxes and utility fees.

But, with employment stabilizing, people have more money to spend, which translates into more sales taxes collected. Sales taxes usually grow at

...groups seek budget funds

(FROM PAGE 1)

about 3 percent a year, but 1989 revenues already have reached 6 percent.

While the picture is encouraging, Fisher isn't altogether optimistic the trend will continue. The reality is that economies move in cycles, and Boulder, with its heavy proportion of high-tech manufacturing, is vulnerable to a downturn in the broader economy.

"Our employment base is 19 percent in high-tech industry, compared to 4 percent in nationwide. Because that market is inherently volatile, I project our local economy will continue its ups and downs.

"I think we have to be prepared for a succession of cycles in growth," Fisher said.

But for now, at least, the revenue base is stronger than it's been since 1984, the last "good year" before sales-tax revenues took a nose-dive, said Fisher.

Riding the crest of this year's revenue wave, the 1990 budget proposal totals $77.1 million, a healthy jump from the 1989 figure of $71.8 million.

Several additions to the proposed budget contribute to the higher figure. Among them:

— A second assistant city manager, a position commanding a $77,000 salary. Boulder previously employed two assistants to its manager, but the second position was cut in 1987 to trim a too-tight budget.

— A $64,000 police transcription system, freeing uniformed officers from typing reports. Instead, police will dictate information onto tape, which later will be transcribed by typists. The Police Department expects the system to save $300,000 worth of officer time annually.

— $30,000 in maintenance and improvements to the downtown mall.

— $30,000 for repairs to the city's Carnegie Library branch.

— Establishing police foot patrols on University Hill, an $8,000 expense.

The City Council will continue to review the budget throughout September. The next public hearing will be on Sept. 14.

Colorado Daily August 23, 1989

Literacy drive shows success path

By Janet Bingham
Denver Post Education Writer

Jane Lopez, 25, went through 12 years of school, earned her high school diploma, and has attended numerous college courses.

But yesterday she carried a hand-lettered cardboard sign that said: "I am learning to read."

Jane Lopez

Lopez explains that she was "passed along" through her classes at Battle Mountain High School in Minturn, near Vail, and got through school without ever being able to fully understand what she was reading.

When she realized she simply couldn't advance further in college without improving her ability to read, she enrolled in an adult literacy program sponsored by the Boulder Public Library.

Recently she triumphantly completed the first book she'd ever read all the way through.

She and Hillary Keyes, 29, the reading tutor who has become her close friend, joined about 75 supporters of statewide adult literacy programs in a Colorado Rally for Literacy yesterday in front of the state Capitol.

The Denver Post / Glen Martin

CAPITOL RALLY: Denver DA Norm Early, right, addresses participants at rally yesterday.

A chilling rain didn't dampen the spirits of the participants, who let hundreds of colorful balloons rise into the air after listening to remarks by numerous educators and community leaders, including Denver Mayor Federico Peña.

"It's finally out in the open. People are no longer ashamed to say, 'I wasn't instructed well in school, I'm functionally illiterate,' " said State Sen. Sally Hopper. She was flanked by Reps. Shirleen Tucker and Phil Hernandez, who have sponsored literacy bills.

Jane Urschel, director of the Colorado Literacy Assistance Center in Denver, said adult illiteracy costs the United States an estimated $225 billion yearly.

People join literacy programs for many reasons and begin at many levels. Al Briggs, 48, says he can read individual words but not sentences. He asked for help from the Adult Learning Source when he realized he'd have to read better to do the things required to keep his janitorial business running.

Keyes, who works with Lopez, says she's "always had a love of books."

She and Lopez have been working together for more than a year. They meet twice a week, usually at the library, but sometimes at each other's homes.

Jane says she is learning to pronounce words better and is reading the newspaper more. Her goal is to go back to college once she can read well enough.

What was that first completed book? She blushingly admits it was a rather racy biography, so racy she didn't want to reveal the subject. Other sources, however, were less bashful: It was soft-porn queen Linda Lovelace.

Denver Post

Literacy program seeks funding

By SALLY McGRATH
Camera Staff Writer

The city of Boulder's literacy program, which has helped 143 people learn to read, may fold if private funding cannot be found.

The 2½-year-old city program has relied almost exclusively on federal grants, which were meant as seed money to get the program established.

"When a grant says it is seed money, that means they aren't going to fund it for more than a couple years," said Diana Sherry, coordinator of the Learning to Read program at the Boulder Public Library. "The day is going to come when they are going to say 'that's it.' "

Sherry expects that day will be soon because Boulder's program has already received funding three years.

"The likelihood of us getting the fourth-year grant is very low," said Library Director Marcelee Gralapp.

"It is the lion's share of our budget so we would be in big trouble," said Sherry.

The program is managed by the Boulder Public Library for the city of Boulder, and its services are offered throughout the county.

Its operating budget is relatively small — $32,000 in fiscal 1989, which covers a part-time coordinator, part-time training assistant, materials and a hotline. Teachers and tutors are volunteers.

The most recent grant will carry the program through September.

The City Council has agreed to contribute $6,500 — half of what is needed to finance the program through year's end. That contribution is contingent upon matching funds being raised from other sources, such as the County Commissioners or private sources.

Sherry will be spending much of the next few weeks trying to raise those funds. She made her pitch to the City Council Tuesday.

"What we really wanted was to get council to start thinking about the literacy program and to encourage them to support it as a city program," Sherry said. "If the city is not supportive, we might have to separate and become a non-profit organization. Then we could get funding from other organizations. Sometimes corporations and foundations don't want to fund a program that calls itself a city program. We have to decide if we are or we aren't."

IBM, the Daily Camera and some service clubs already contribute to the literacy program.

Sherry said 143 people have enrolled in the program since it began in 1986 — some who can't read at all and some who just need help with spelling and punctuation.

"We had a person who is very good at writing, but he couldn't get into a college writing class because his spelling and punctuation were so bad. He came in long enough to get accepted to a college course," Sherry said.

Of the 143 people who have enrolled in the program, 80 are still working with a tutor, she said.

Daily Camera

Campaign for Literacy seeks students, tutors

Camera Staff

If you can read this newspaper, the Campaign For Literacy still needs you.

The third annual Campaign For Literacy, sponsored by the Boulder Public Library and the Daily Camera, kicks off today. The three-day campaign is designed to draw attention to the reading skills programs that go on year-round in Boulder County.

"The purpose is to reach people who would like to be students, or who would like to get into a literacy program but don't know where one is," said Diana Sherry, program coordinator.

"Also, we hope to reach people who have thought about learning to read, but haven't found a program," said Sherry. "We're trying to give them a little extra push."

Since its inception in 1986, tutors for the campaign have helped 140 people from Boulder County learn to read or improve reading skills.

About 8,000 brochures will be put on doorknobs in Boulder, Louisville and Lafayette today, Friday and Saturday.

Another 80 students now are enrolled in tutoring sessions, said Sherry.

About 100 volunteers will spread out through Boulder, Louisville and Lafayette today, Friday and Saturday to hang on county doorknobs about 8,000 brochures about the campaign.

The brochures are designed to get the attention of people who might want to learn to read or improve their reading skills, as well as others in the community who might volunteer to help tutor students.

Sherry said the brochures are drawn so that people who cannot read will understand from the drawing that the brochure provides a phone number to connect them to the program that can help them learn to read.

Friday, a group of tutors and students will demonstrate at the State Capitol in Denver to draw attention to the importance of learning to read, said Sherry.

At the same time Friday, learn-to-read campaigns all over the state will release balloons to celebrate literacy.

Sherry said anyone interested in distributing brochures for the campaign still can volunteer by calling 444-5589

Daily Camera

Join the crowd...

and help spread the word
about Boulder Public Library's
Learning to Read Program
that offers free one-on-one
tutoring to adults who can't read.

To reach potential students, join our

Campaign For Literacy

September 8, 9, and 10

More than 6400 Boulder County residents can't read.

The Campaign For Literacy is a 3-day event involving walkers distributing fliers in the Boulder, Louisville, and Lafayette neighborhoods about the Boulder Public Library's Learning to Read Program.

In addition to spreading the word about our program, this is a fundraising event and walkers will be sponsored.

Each walker will travel a predetermined route that should take about one-half hour to complete and can be walked at any time on September 8, 9, and 10.

The Campaign For Literacy is sponsored by:

Learning to Read
Opening up new worlds
A project of the Boulder Public Library

Daily Camera

If you can help our campaign, please attend our walker's meeting on Wednesday, September 6, at 7:00 p.m. in Boulder Public Library auditorium. Or call 444-5599.

full-size ad in the Daily Camera - ran 3 times before the campaign

No literacy funds

Editor:

In the July 1 Daily Camera article which summarized some of the bills recently passed by the Colorado Legislature it was reported that $200,000 in grants was now available for adult literacy.

Unfortunately, this is not true.

The article stated that the Legislature had provided $200,000 to be distributed as grants to programs which provide basic reading and writing instruction. In fact, no funds were appropriated. Colorado remains one of only three states that does not fund literacy instruction.

In actuality, the bill (HB 1125) sought to set up a literacy fund to which private industry and foundations could contribute. Rep. Shirleen Tucker, the bill's sponsor, said she hoped that $200,000 would be raised this year but, in fact, only $600 has been raised so far. There is, of course, no guarantee that any money will be raised, but even if $200,000 were raised that funding will not go very far in meeting the needs of the 400,000 Colorado adults who are illiterate.

Literacy supporters appreciate the Legislature's interest in literacy, but obviously we need stronger support in the form of funding before we can make any substantial headway in helping adults learn to read.

DIANA SHERRY
Learning to Read Program
Boulder Public Library
1000 Canyon Blvd.

Daily Camera

APPENDIX G

List of Purchased Resource Materials

RESOURCE MATERIALS ORDERED IN 1988 FROM FEDERAL LSCA ACCT.

Software with which to design Crossword Puzzles for students: "Crossword Magic"	51.62
"READ" tests to assess students' reading levels	15.60
Tutor Training Videotape: "The Process of Writing"	231.50
Software which calculates the reading level of written material: "Readability Estimator"	51.95
Ten copies of the "Reading for Today" Series Ten copies of the "Communication for Today" Series	515.00
Tutor Training Videotapes: "Literacy Volunteers of America Basic Reading Tutor Training"	399.00
Illustrated Biography Read Along Collection from Fearon (24 books, cassettes, skillchecks)	270.00
Sum-Way series math books from Fearon	54.00
Illustrated Classics from Fearon (3 copies, 60 titles)	288.00
Besteller series from Fearon (4 copies, 40 titles, skillchecks)	441.00
Remembering I & II, Teacher's Guide from New Readers Press	29.25
Solving Language Difficulties from Ed. Publishing Service	7.78
Writing Me, Basic Composition Step by Step, Teacher's Guide Easing into Essays, Teacher's Guide, from New Readers	34.45
Critical Thinking Handbook from Sonoma State Univ.	21.00
Literacy Handbook from American Correctional Assoc.	5.76
Subscription to Student Writings Magazine--Penn State	15.00
Harvard Educational Review book on literacy	3.00
Contact Literacy Center Literacy Newsletter	15.00
Programmed Spelling Demons	19.39
TOTAL	**$2473.12**